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ABSTRACT

Presented is the final report of a training program for professional staff to provide a 24 hour learning environment for deaf children in residential schools. Information is provided on program objectives (both for students and staff), procedures (including planning, prototype development, dissemination, and material development), and evaluation. Six residential schools for deaf children are reported to have participated in the five training institutes of the regional prototype. Evaluation results are given which show that after the program children in the six schools participated in more afterclass experiences, took more personal responsibility, demonstrated improved social skills, and showed increased use of language skills. Afterclass staff are reported to have demonstrated positive changes in areas which include job satisfaction, ability to communicate with deaf children, knowledge of child development, and provision of more varied afterclass experiences for the children. Also included are four selected reprints describing outcomes and conclusions of the program and the handbook for staff development used with a summary of the experiences of the six schools of the prototype program. (DB)

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FINAL REPORT
Grant No. OEG-O-72-0254
September 1, 1971 - August 31, 1974

A REGIONAL TRAINING PROGRAM FOR PROFESSIONAL AFTERCLASS STAFF IN RESIDENTIAL SCHOOLS FOR DEAF CHILDREN

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EC090382

Deafness Research & Training Center
School of Education
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August 1974

FINAL REPORT
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C. Staff Development in Residential Schools. Report on Western area conference published by California School for the Deaf, Berkeley, in their California News, Vol. 89, No. 4, January 1974. 110
D. Naiman, Doris, Preface from Community College Cooperation for Development of Staff to Work With Deaf Children. New York University Deafness Research & Training Center, August 1974. 113
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Inservice Training for Afterclass Staff in Residential Schools

Handbook for Staff Development in Residential Schools for Deaf Children

Community College Cooperation for Development of Staff to Work With Deaf Children

Audio slide shows:
- 24 Hours A Day
- It's More Than Child's Play

Videotapes:
- Problems of Behavior Management
- Communicating Effectively With Deaf Children
- Reading a Story to a Deaf Child
- What Makes Danny Run

Introduction

The overall objective of the prototype program has been to provide a 24 hour a day learning environment for deaf children in residential schools in order to enhance their academic progress and social development. The method has been to train cadres of trainers who would then provide a comprehensive schoolwide approach to staff development and inservice training of afterclass staff in their own schools.

The results of the before and after evaluation of the project indicate that the comprehensive schoolwide approach to staff development and inservice training made a difference in the participating schools. Changes occurred in the desired direction in children and in all levels of afterclass staff. The changes were not spectacular but they indicated that progress had been made and that good things were happening to children and staff.

Since the ultimate measure of the success of a program is positive change in children, it is important that the evaluation data indicates changes in the children in the four specific areas that were emphasized in the program. Children in the six schools that participated in the prototype program

(1) participated in a greater number and variety of afterclass experiences
(2) made a greater number and range of decisions and took responsibility for more independent activities
(3) demonstrated improved interpersonal and social skills
(4) showed increased use of communication and language.

It seems likely that changes in the children are related to changes in the staff. By the end of the second institute the trainers in each school had developed an inservice training and staff development program that met the criteria established by the project staff and participants. Each cadre went on to implement the inservice training and staff development plan in its own school. The end of the year evaluation of inservice training activities indicated that all of the schools had made an increase in the types of training activities offered to afterclass staff and in the number of times training activities were provided. Schools also indicated that the number of people involved in planning and implementation of inservice training activities had increased to include a broader representation of the entire school staff.

Contact and cooperation between inclass and afterclass staff increased during the project year. There was an increase in the number of both structured task-oriented contacts between inclass and afterclass staff members and the number of informal contacts. Attitudes between the two staffs improved.

Afterclass staff in all six schools demonstrated a positive change in the following areas:

(1) increased satisfaction in job and feeling of worth.
(2) increased ability to communicate with deaf children.
(3) increased knowledge of child development and the needs of children, and increased skill in dealing with specific behavior problems.
(4) increased knowledge of the educational process for deaf children and increased ongoing help to children in developing and using language and communication.
(5) increased knowledge of group dynamics and competency in helping children develop interpersonal skills.
(6) increase in number and variety of afterclass experiences provided.
(7) increase in number and variety of afterclass opportunities provided children for independent activities and decision.

The prototype training program has been disseminated widely in national conferences held in the Western and Eastern parts of the country. Participants have included residential schools and nearby training institutions interested in cooperating with the schools to provide inservice training of afterclass staff. The procedures, publications, and audio visual materials have been put together into a training package that is being distributed to all residential schools and to training institutions.

ACKNOWLEDGEMENTS

The development of the Inservice Training and Staff Development Program has resulted from the cooperation and efforts of many people. Of central importance was the strong support given by the superintendents of the six residential schools participating in the prototype regional program: Mr. Joseph P. Youngs, Governor Baxter State School for the Deaf; Dr. Roy M. Stelle, New York School for the Deaf; Mr. J. Jay Farman, New York State School for the Deaf; Dr. Ben E. Hoffmeyer, American School for the Deaf; Mr. Peter M. Blackwell, Rhode Island School for the Deaf; Sister Nora Letourneau, St. Mary's School for the Deaf. Representatives from the supervisory staff of these schools participated enthusiastically in every aspect of the training program and served as cadres of trainers to help with staff development in their own schools: Ms. Eva D. Cutler, Mr. Kendall D. Litchfield, Mr. Julius A. Nagy, Mr. Gordon A. Baker, Mr. Robert A. Josephs, Mr. Joseph M. Sacco, Mr. Albert J. Couthen, Ms. Patricia A. Potwine, Ms. Carol Smith, Mr. Herbert K. Goldberg, Mr. David Greenhalgh, Ms. Mary M. Burke, Sister Mary Patrick Murphy, Sister Michael Scahill.

Many others contributed greatly to the prototype program. Dr. Victor H. Galloway from the Model Secondary School for the Deaf and Dr. McCay Vernon from Western Maryland College were valuable contributors to the training institutes. Mr. William Tipton served as a resource person. Excellent interpreters at institute sessions were: Ms. Carol Tipton, Mr. Philip Cronlund, Mr. William Gibson, Mr. Frank Zieziula, Mr. Robert Battersby, Mr. Jack Tarins, Mr. Marvin Sallop, Mr. Michael Nelson, and Mr. Richard Fendrich. Videotape specialists included Dr. Robert Gonzales and students from the Northeast Regional Media Center, Mr. Joel D. Ziev, and media specialists from the schools.

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Mr. Don Massey, Mr. William Hisky, Mr. Gene Barr, Mr. Edward Harris, Ms. Connie Bathory, Ms. Betty Ohlinger, Mr. Denis Fallon, Mr. Ronald Teubner, Dr. Thomas J. Dillon, Mr. H. James Schroeder, Mr. Olaf Tollefson, Mr. Ray Ayala, Mr. William Harper, Mr. Donald Phelps, Mr. Arthur Wolf, Jr., Ms. Elizabeth F. Titsworth, Mr. M. H. Crockett, Ms. Margaret G. Epps, Mr. James Fowlkes, Ms. Catherine McMillian, Ms. Louise Abernathy.

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Dr. D. Wilson Hess, Dr. Roy M. Stelle, Mrs. Shirley Stein, Mr. Frank Turk. Attending a Superintendents' Advisory Committee Conference were: Mr. George T. Pratt, Clarke School for the Deaf; Dr. Peter J. Owsley, Mystic Oral School; Sister Mary Kieran, Boston School for the Deaf; Mr. Richard K. Lane, The Austine School for the Deaf; Mr. Gary Curtis, American School for the Deaf. Afterclass personnel who participated in the planning were: Mr. Ronald Careb, Ms. Margaret Keane, Ms. Mary Gallo, Ms. Helen P. Youngs, Mr. Charles R. Durgin, Sister Helen Callahan, Sister Doris Langlois, Mr. John M. Rogers, Mr. Eugene W. Catalano, Ms. Althea Sullivan, Mr. Alan Marvelli, Ms. Eleanor Boynton.

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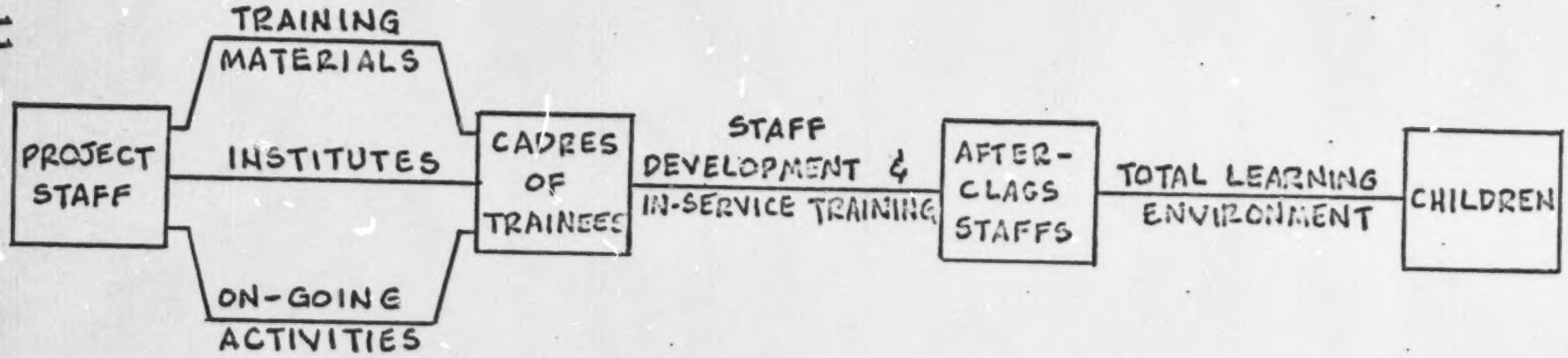
Finally, the program was made possible in the early stages through the support of the Social and Rehabilitation Service, and during the major portion by the Bureau of Education of the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. Mr. Philip Schmidt guided us during the early stages of the project, and Ms. Judy Fein has been a continuing source of guidance and assistance.

STRUCTURE OF TRAINING PROGRAM FOR PROFESSIONAL AFTER-CLASS STAFF IN RESIDENTIAL SCHOOLS FOR DEAF CHILDREN



I. The Problem

Educators have long recognized that for deaf children to achieve good academic progress and psychosocial development they must have a 24 hour a day learning environment. They need continuing opportunities for learning about the world and interpersonal relations, and for developing and using language and communication in a wide range of natural daily life situations. The deaf child who is deprived of the incidental learning provided by audition must be specifically taught not only facts, concepts, and academic skills, but attitudes, values, social behaviors, and knowledge of self and others.

To provide a rich learning environment for the children who live in residential schools, the afterclass hours staff members (henceforth designated as afterclass staff) need knowledge and skills and need to cooperate closely with the inclass staff. Superintendents of residential schools for deaf children recognize this need and are concerned about the problem of providing the necessary training for the afterclass staff, especially dormitory counselors.

In an attempt to meet the need, the Conference of Executives of American Schools for the Deaf, in 1960, set up a training committee, "Dormitory Counselors, Training and Certification", to make a survey of existing conditions and to set up a plan for raising the level and status of the afterclass staff. In 1962, the Conference issued the following statement,

> A good dormitory program in a residential school for the Deaf is of extreme importance. The children are under the guidance more hours a week of the dormitory counselor than any other staff member. The Conference of Executives of American Schools for the Deaf wishes to recognize the importance of these positions and desires to improve the standards for these positions. To do this the Conference is offering a certification plan for dormitory counselors. (Report of the Committee on Certification of Houseparents. Washington, D.C.: Conference of Executives of American Schools for the Deaf. April 2, 1962.

Superintendents were asked to provide opportunities for counselors to take courses required to raise their level and to look upon the position of counselor as a professional position. In 1968 the Conference sponsored an investigation to determine if the certification plan was succeeding or if a need still existed for more systematic professional preparation of dormitory counselors. The results of the survey indicate that chief current problems in this area are still limited professional competency of dormitory personnel and low professional status. The conclusion in the report is, "The need for specialized instructional programs for dormitory counselors in schools for the deaf appears to be well recognized". (William N. Craig, The Professional Preparation of Dormitory

Counselors for Schools for the Deaf. American Annals of the Deaf, Sept., 1969, 14, No. 4 pp. 754-756)

Thus for some time there has been a widely recognized need that the personnel responsible for the children's afterclass hours have the knowledge, skills, and orientation necessary for full contribution to the total educational endeavor. There is also need for close cooperation between the afterclass and inclass staff.

II. Objectives

A. Objectives for the total project period
B. Specific objectives for prototype program, 1972-3
c. Specific objectives for dissemination, 1973-4

A. Objectives for the total project period

The ultimate objective of the prototype program is to create a 24 hour a day learning environment for deaf children in residential schools that will enhange their academic progress and social development. An effective way of achieving the goal of preparing staff to provide a round the clock environment fostering maximum educational and psychosocial growth would be to train professional afterschool staff who then would be able to train the afterschool staff in their own schools for effective participation in the overall educational program. Recognizing this, the staff established the following objectives for the three-year project period:

1. To develop and implement in six residential schools for deaf children in the northeast area a regional prototype for inservice training of professional afterclass staff. The goal is to develop within each school a training cadre composed of both afterclass and inclass hours supervising staff which will provide afterclass staff with the knowledge, skills, and attitudes needed for increased contributions to the total development of deaf children. The ultimate goal, and hence the final test of the program's effectiveness, is observable change in the children's behavior, indicating growth in interpersonal skills, decision making ability, participation in a broad range of experiences, and use of communication and language.

2. To provide seven East coast and seven West coast residential schools with a training sequence that will enable them to use the regional prototype model to establish comprehensive programs of inservice training for afterclass staff in their own schools.

3. To provide a group of East coast and West coast community colleges and training institutions with a training sequence that will enable them to use the regional prototype model to assist residential schools in their own areas with inservice training of afterclass staff.

4. To produce a complete package incorporating the fieldtested and revised prototype training program including content, educational technologies, and special materials developed for its use. This will be disseminated nationally both for use in residential schools for deaf children and for adaptation in residential schools for other types of children requiring special education.

5. To disseminate information about the training model at both the national and local levels through lectures, articles, papers and participation in meetings by members of project staff.

B. Specific Objectives for Prototype Program, 1972-1973

In the evaluation plan (pp. 52-56), all project objectives are expressed in terms of specific behavioral goals, indicating both measurement procedures and criteria standards. Specific objectives of the prototype program are expressed as interim objectives for each stage of the process planned to achieve the changes in the children's behavior. First are specific objectives for training of the cadre of trainers; second are specific objectives for the inservice training program for afterclass staff in each school; and finally are specific objectives for changes in the children.

1. For cadres of trainers

1.1 To increase contact and cooperation between inclass and afterclass staff.

Inclass and afterclass supervisory staff will work together on special assignments at training institutes and at own schools between institutes.

Each cadre of trainees will arrange for increased opportunities for contact, communication, and cooperation between inclass and afterclass staff in its own school.

1.2 To have each cadre develop for its own school, by the end of the second institute, an inservice training and staff development plan that meets criteria established by the project staff and participants.

1.3 To have each cadre implement in its own school its inservice training and staff development plan.

1.4 To demonstrate increased knowledge and skills in the competencies needed to implement training programs in their schools. Needed competencies include:

Supervisory principles and skills.
Group dynamics and processes.
Management of specific behavior problems.
Use of special educational techniques, aids, and training strategies.
Use of local resources in staff training.

2. For afterclass staff in each school

2.1 To demonstrate increased satisfaction in job and feeling of worth as having an important role in the total school program.

2.2 To demonstrate increased ability to communicate with deaf children.

2.3 To demonstrate increased knowledge of child development and the needs of children and increased skill in dealing with specific behavioral problems.

2.4 To demonstrate increased knowledge of the educational process for deaf children and to provide ongoing informal help to children in developing and using language and communication.

2.5 To demonstrate increased knowledge of group dynamics and competency in helping children develop interpersonal skills.

2.6 To provide a broader experiential base for the children -- a greater variety of learning experiences.

2.7 To provide children with increased opportunities for independent action and decision making choices.

3. For children in each school

3.1 To participate in a greater number and variety of afterclass experiences.

3.2 To make a greater number and range of decisions and choices and take responsibility for more independent activities.

3.3 To demonstrate improved interpersonal and social skills.

3.4 To demonstrate increased use of communication and language.

C. Specific Objectives for Dissemination, 1973-1974:

1. For residential schools for deaf children---Intensive dissemination

To provide fourteen residential schools from different areas of the United States with a training sequence that will assist them in establishing comprehensive programs of inservice training for afterclass staff in their own schools and enable them to cooperate with the training institution in their area to set up a regional program.

The ultimate criterion of success, as with the prototype program, will be observable changes in the behavior of the children in the schools.

A short term evaluation of the program's effectiveness will be made in April 1974 on the basis of the plans for inservice training submitted by the schools and by an assessment, through questionnaire and interview, of the participants' subjective judgments of the value of the program in helping them develop training activities.

2. For training institutions---Intensive Dissemination

To provide training institutions from different areas of the United States with a training sequence that will enable them to use the regional prototype model for training afterclass staff in residential schools in their own areas.

The long term evaluation of the effectiveness of this aspect of the dissemination program will be an assessment of the extent to which the institutions carry on the training model by providing future training for the afterclass staff in residential schools in their regions.

A short term evaluation of the program's effectiveness will be made in April 1974 on the basis of the regional plans submitted by the institutions and by an assessment through questionnaire and interview, of the participants' subjective judgments of the value of the program in helping them develop training activities.

3. For training institutions and residential schools---Extensive dissemination

To send to all training institutions and residential schools for deaf children in the United States a training package containing procedures, curricula, guides and training materials to aid them in establishing comprehensive inservice training programs for afterclass staff in residential schools and to provide guidance and consultation to training institutions and schools requesting assistance in developing training programs suited to their own particular situations.

4. For all interested persons

To disseminate information about the training model at both the national and local levels through lectures, articles, papers and participation in meetings by members of the project staff.

III. Procedures

A. Pre-project activities
B. Phase I, Planning
   Planning schedule, Year I
   PERT diagram of 1971-72 planning schedule
   Key to PERT diagram of 1971-72 planning schedule (calendar)
C. Phase II, Regional prototype
   Major course sequence for prototype sessions
   Training strategies
   Training institutes
   Between institute assignments
   Exchange of dormitory counselors
   Newsletter
   Follow-up progress reports from training cadres
   1972-1973 calendar

D. Phase III, Dissemination of prototype to other areas
   Procedures for dissemination of prototype, 1973-1974
   Calendar for dissemination year, 1973-1974
E. Materials developed for prototype
   Training kit for staff development in residential schools
   Adapted training kit for staff development in day school programs

III. Proceedures

A. Pre-project activities

The proposed model was the result of two years of planning activities by the New York University Deafness Research & Training Center. The need for such a program had been assessed by a survey and study of residential schools for deaf children throughout the country, by communication with the Conference of Executives of American Schools for the Deaf, and by several workshops sponsored by the Center. Following is an outline of background activities that culminated in a tentative plan for the prototype program.

1. Basic data gathering.

---A survey and study of existing inservice training programs in schools for deaf children.

---A survey and study of inservice training programs for child care workers in other fields. Consultative help was obtained from the Child Welfare League of America and from the Institute of Research and Training in Child Mental Health. The director of training attended a one-week training seminar sponsored by the institute.

---Communication with all superintendents of residential schools for deaf children. In December, 1969, every superintendent was sent a letter informing him of the proposed project and asking for reactions. Superintendents throughout the country expressed the need for providing inservice specialized instructional programs for dormitory counselors.

2. Research Conference of Behavioral Scientists and Educators, February, 1969.

A working conference met for two days to consider "Environmental Dynamics in the Behavioral Development of Deaf Children". Participants identified factors involved in providing an environment to foster optimum educational and psychosocial development in deaf children, especially in residential schools. Recommendations were made regarding providing after-school hours personnel with the knowledge and skills needed for this. See appendix, page A3, for list of participants.

3. National Planning Conference at Gallaudet College, October, 1969.

Participants included superintendents of residential schools, special educators, experts in the field of residential care for children, psychologists, and deans of students. The group suggested general guidelines and agreed to select one region to be used as a pilot region for the development of activities and programs. See appendix, page A4, for list of participants.

4. Conference with Superintendents - January, 1970.

A one day conference was held with superintendents of residential schools in the northeast region. The participants included eight superintendents, staff from the Deafness Center and experts in the field of residential care for children. This initial involvement of administrators is essential for the success of any inservice training program implementation. The needs, as perceived by the superintendents for their staff, must be given serious hearing before new training programs can be introduced in their respective facilities.

The superintendents identified and developed their perceptions of inservice training needs of child care staff, the administrative aspects of achieving various degrees of training goals, and the possibilities of projected modification in child care programs. A superintendents committee serving as a liaison between the Center's activities in training and the residential schools' programs was also established. See page A5 for a list of participating superintendents and conference program.

5. Workshop with Afterschool Staff - May, 1970

The Deafness Center sponsored a one day workshop for representatives of various child care worker levels from the residential schools for deaf children in Region I. Fourteen dormitory counselors and supervisors met with Center Staff and consultants in the field of deafness and of residential care. Participants identified specific educational and training needs of after school hours staff. These needs were considered in planning the tentative prototype training model. See page A6 for listing of participants.

6. Conference on Evaluation - April, 1971

A conference was held with Augustine Gentile to discuss cooperation with the Annual Survey of Hearing Impaired Children in obtaining baseline and evaluation data. The Survey will assist in providing data to help in selecting control schools and in comparing the academic progress of children in the participating schools with children in all other schools.

B. Phase I, Planning

The planning year, September 1971 - August 1972 was used to develop materials and specify in detail full plans for the model training program, to be initiated in September 1972 in the Northeast region. Following is an outline of planning activities.

1. Development in detail of content of prototype training program:

   Selection of topics to be included, specifying for each topic:

   a. The objectives
   b. Behavioral goals
   c. Specific materials to be covered
   d. Criteria for evaluating the achievement of the objectives.

2. Planning of training strategies to be utilized in each aspect of the program. The methods and techniques used in the prototype program will be adapted by the participants and tried out in inservice training of staff in their own schools. Approaches considered included:

   a. Learning by doing: Tasks as curriculum content
   b. Didactic teaching: lecturettes followed by discussion
   c. Establishment of a positive training climate in a setting that gives opportunities for informal exchange. Cracker barrel sessions.
   d. Problem solving groups
   e. Role playing
   f. Audio-visual aids
      ---Utilization of videotape systems, tape recorders, movie cameras, etc. in ongoing staff development program.
      ---Utilization of prepared materials such as movies and tapes on problems of residential living and child development.
   g. Report writing
      ---As part of the process of obtaining information
      ---As a tool for learning to sharpen observations and to encourage search for further understanding of the behavior reported.
   h. Sensitivity training
      To help participants increase their understanding of their own feelings and attitudes in relation to job performance
   i. Seminar on selected readings
      To broaden horizons and to stimulate discussion on the relation between theory and practice
   j. Special field projects to be conducted by each training cadre in its own school.

3. Planning of Sequence of prototype program:

   a. Institutes dates, specific topics to be covered, time to be alloted to each

b. Projects and assigned activities in schools between institutes.
c. Scheduling of site visits to participating schools
d. Scheduling of research evaluations.

4. Development of a prototype staff training manual and resource packet:

These are to be used at the training seminars and by the training cadres in their work in their own schools. The prototype staff training packet would thus be field tested when the model project is implemented, and would be available for subsequent wide dissemination and use.

a. Planning of content of training manual and resource packet
b. Assembling and developing necessary materials
c. Exploratory training activities to field test materials
d. Final compilation.

5. Exploratory training sessions:

These would be conducted in individual schools. They would be evaluated by participants and project staff in regard to content and effectiveness of technique. They would also provide empirical experience with items for the proposed manual and resource packet.

6. Planning evaluation of prototype:

a. Development of a rationale and procedures for observing and evaluating actual effectiveness of program. Observe and document the following:
---Change in the school's inservice educational activities, nature and quantity of the sessions, the number of participants, and their subjective assessment of the program.
---Increased cooperation between educational and afterclass staff, as measured by change in number of contact hours between the two groups and by changes in their attitudes toward each other.
---Greater desire on the part of school administration to expand scope of the program and to ask for more consultation in the area of training.
---Greater job satisfaction of afterclass staff as indicated by decrease in turnover and by their responses to attitude surveys.
---An evaluation by a committee of experts from both the fields of deafness and of residential living.
---Changes in academic achievement of students in participating schools as compared with non-participating schools. (The Annual Survey of Hearing Impaired Youth cooperated in providing baseline and evaluation data. There was a pre-program evaluation in May, 1972 and a post-evaluation in May, 1973.)

b. Development of instruments for measuring changes in participants and in various aspects of the schools.
c. Design and scheduling of evaluative research study with participating schools and control schools.
d. Pre-project baseline evaluation of participating and control schools.
e. Using the evaluational data as a basis for modifying and refining the prototype.

7. Pre-project contact with participating schools:

a. Conferences with superintendents
b. Selection of trainees
c. Pre-project preparation of trainees
d. Arrangements with participating schools to take turns serving as hosts for the seminars.

8. Completed arrangements for a four-day institute to be held the first week in September, 1972, before the opening of schools:

a. Selection and notification of participants
b. Arrangements for site and all facilities
c. Detailed planning of objectives, content, methods, and structure
d. Selection and securing of instructors, discussion leaders and consultants.

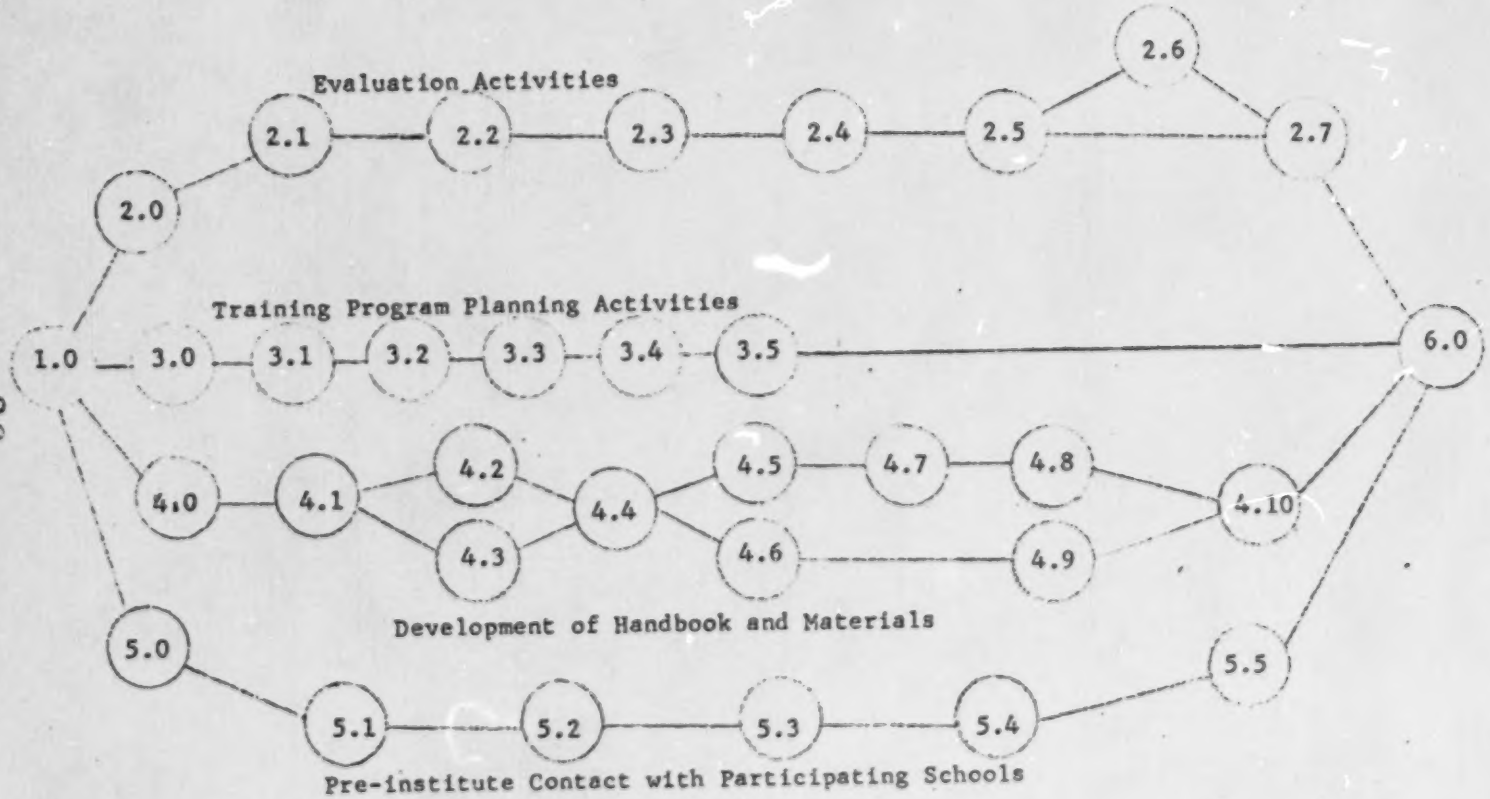
9. Planning for facilitating the utilization of the prototype training program by other groups:

a. Videotapes of sessions
b. Development of training manual and packet of materials
d. Consideration of other types of dissemination, as research utilization conferences.

Planning Schedule: Year I

	Sept, Oct, Nov	Dec, Jan, Feb	Mar, Apr, May	Jun, Jul, Aug
1. Development in detail of content	→	→		
2. Planning of training strategies	→	→		
3. Planning of sequences		→	→	
4. Development of training manual and resource packet		→	→	→
5. Exploratory training sessions		→	→	
6. Planning evaluation Obtaining baseline data	→	→	→	
7. Contact with participatory schools		→	→	→
8. Arrangements for first 5-day institute			→	→
9. Planning for utilization and dissemination				→

Pert Diagram of 1971-72 Planning Schedule



Key to PERT Diagram of 1971 - 72 Planning Schedule

Activity Number	Event	Begin	Complete
1.0	Specify project objectives	9-1-71	10-1-71
Evaluation Activities			
2.0	Specify evaluation objectives	10-1-71	11-1-71
2.1	Specify evaluation procedures for each objective	10-15-71	12-15-71
2.2	List specific evaluation tasks	12-15-71	1-7-72
2.3	Develop evaluation instruments	1-7-72	3-25-72
	For baseline data on characteristics and present activities of participating schools	1-7-72	1-22-72
	For evaluating specific objectives for cadres of trainers	1-22-72	2-29-72
	For evaluating specific objectives for afterclass staff	1-22-72	3-18-72
	For evaluating specific objectives for children	2-1-72	3-20-72
	For ongoing process evaluation of activities	3-20-72	4-18-72
	For evaluation of materials	1-15-72	3-1-72
2.4	Consult with specialists re: evaluation instruments & curriculum	1-22-72	3-25-72
2.5	Conduct pilot exploratory training session evaluations	2-1-72	3-1-72
2.6	Revise evaluation instruments and materials	3-1-72	4-1-72
2.7	Obtain baseline data	4-1-72	5-1-72
Training Program Planning Activities			
3.0	Specify contents of training program	9-1-71	10-1-71
3.1	Determine training strategies for each objective	12-8-71	2-1-72

Activity Number	Event	Begin	Complete
3.2	Plan sequence of each training strategy	2-1-72	2-8-72
3.3	Plan audio-visual materials	2-1-72	5-5-72
3.4	Develop audio-visual materials	2-5-72	6-1-72
3.5	Develop specific details for each of five institutes: objectives, content training, strategies & materials	2-8-72	7-6-72
	First Institute	2-8-72	2-20-72
	Second Institute	3-6-72	4-6-72
	Third Institute	4-6-72	5-6-72
	Fourth Institute	5-6-72	6-6-72
	Fifth Institute	6-6-72	7-6-72
Development of Handbook and Materials			
4.0	Specify program materials to be developed	10-5-71	10-12-71
4.1	Determine specific content of handbook and other materials	10-12-71	11-6-71
4.2	Assign development of specific handbook sections to consultants	11-6-71	1-6-71
4.3	Develop videotapes in participating schools	1-6-72	4-15-72
4.4	Write sections of handbook not assigned	1-6-72	5-31-72
4.5	Assemble handbook	6-1-72	6-15-72
4.6	Develop worksheet materials for institute	6-1-72	6-15-72
4.7	Edit handbook	6-15-72	7-15-72
4.8	Arrange for handbook printing	7-1-72	7-15-72
4.9	Collect other material for resource packet	7-1-72	8-15-72
4.10	Complete assembling of printed handbook and materials	8-1-72	8-15-72

Activity Number	Event	Begin	Complete
Pre-institute Contact with Participating Schools			
5.0	Hold planning meeting with superintendents of participating schools	12-6-71	12-6-71
5.1	Secure commitments of schools for institute dates and locations and participation in the training program	12-6-71	12-20-71
5.2	Obtain from participating schools behavioral observation case material for curriculum development	12-15-71	1-15-72
5.3	Develop in cooperation with participating schools videotapes for use in institute training sessions	1-6-72	4-15-72
5.4	Field test portions of the handbook curriculum in non-participating schools	2-15-72	6-5-72
5.5	Obtain names and background data for each training program participant	3-1-72	4-1-72
First Institute			
6.0	Conduct First Institute	8-30-72	9-1-72

C. Phase II, Regional Prototype

Six residential schools for deaf children in the northeast region participated in the pilot training project. The school superintendents, who participated in several planning conferences and agreed to have their staff take part in the project, participated themselves in an advisory capacity. The schools were the Governor Baxter School in Falmouth, Maine; the New York School in White Plains; the New York State School in Rome; the American School in West Hartford, Connecticut; the Rhode Island School in Providence; and St. Mary's School in Buffalo, New York. Three trainees represented each of the participating schools: a supervisory teacher, the dean of students, and a supervisory dormitory counselor. The same three staff members from each school came back to each institute session, and formed the cadres of trainers who participated in the training program and are serving as trainers in their own schools. The participants were staff members who indicated interest and competency in training other members of the staff. They were selected by the administrators of the schools.

The rationale for having the staff members from both afterclass and inclass departments of each school train together was that the group had an opportunity to practice cooperation and to find realistic ways of working together at the training seminars, and was then able to continue this cooperative effort in its own school.

There were five training institutes in all. The first was for four days and was held before the opening of school in September 1972 at the Governor Baxter School in Falmouth, Maine. The subsequent institutes were for three days each, in October 1972 at the New York School in White Plains, in November at the New York State School in Rome, in January 1973 at the American School in West Hartford, Connecticut, and in April at the Rhode Island School in Providence. The schedule was as follows:

First Institute — August 29,30,31,September 1, 1972
Governor Baxter State School for the Deaf, Falmouth, Maine

Second Institute — October 10,11,12, 1972
New York School for the Deaf, White Plains, New York

Third Institute — November 13,14,15, 1972
New York State School for the Deaf, Rome, New York

Fourth Institute — January 8,9,10, 1973
American School for the Deaf, West Hartford, Connecticut

Fifth Institute — April 10,11,12, 1973
Rhode Island School for the Deaf, Providence, Rhode Island

Major Course Sequence for Prototype Sessions

1. A comprehensive program for a residential school for deaf children

   Objectives:

   To describe the current model in each school
   ---Administrative structure - relation of residential staff to administration, instructional staff and other services.
   ---Job description of various levels of residential staff
   ---Intra-department structure of residential staff

   To develop an ideal model
   ---Identification of needs of deaf children in a residential setting
   ---Roles of residential staff in meeting these needs.

   To adapt the ideal model to each local setting - As trainees of each cadre develop adaptations of model for their own school they will attempt to implement it and evaluate it in their school. Problems will be brought to later seminars.

2. Developing a program of inservice training and staff development

   Objectives:

   To identify factors to be considered in planning, i.e., policies of administration, program need, training needs.

   To identify the stages of the planning process.

   To develop a model for a Training Director, including attributes and responsibilities.

   To develop a design for an inservice training program.

3. Supervision

Objectives:

To convey the basic principles of supervision as an educational method as distinguished from supervision as an administrative disciplinary tool.

To elicit different types of supervisory techniques.

To explore how supervision is operationally related to other training goals.

To sharpen supervisory skills as related to practical day-to-day problems.

4. Group dynamics and group processes

Objectives:

To convey concepts of group interactional processes.

To demonstrate group dynamics with combined didactic, film, recording, and role playing methods.

To apply these concepts in a project based on trainees' particular responsibilities in their schools.

5. Specific behavior problems and their management

Objectives:

To identify pragmatically and practically, by means of role play and lecturette, frequent specific behavior problems (aggression, withdrawal, sexual acting out, temper outbursts, bed wetting).

To increase understanding of these problems as to their causation, management, and importance in the child's education and development.

6. Educational methodologies

Objectives:

To explore by demonstration and participation the relative merits of an array of educational methods: role playing, films, tape recording, small group discussions, videotapes, lectures, brain trust sessions, etc.

To identify specific ways in which they could be used in conveying educational concepts to the staff and students in the school.

7. General background subjects

Objectives:

To identify subjects that need to be covered in inservice training programs for afterschool hours staff in the schools. These might include developmental psychology and adaptational factors in behavior; language development; hearing loss, audiology, and speech therapy; group identity among deaf people; integration of deaf and hearing students; problems of alcohol, glue sniffing and addictive agents.

To explore local resources which may be of help in staff training, i.e., other staff members, professional consultants in special fields, and representatives of community agencies.

Training Strategies

A variety of methods and techniques were employed in the prototype program institutes. The participants adapted them for use in inservice training in their own schools. In each training institute approaches were usually used in this sequence:

Orientation: This initial large group meeting of the project staff, consultants and participants was intended to provide an early opportunity for the participants to become familiar with the training program plans, expectations, and objectives. The style of the institutes, some of the scheduled content, the facilities and questions of general interest were discussed.

Lecturette: Information relevant to the tasks assigned to the trainers was presented in a manner as brief and pragmatic as possible. The presentation was intended to stimulate consideration and exchange of ideas and to present various training models and techniques for possible modification and use in individual training programs. Project staff and consultants present selected aspects of the program as models for discussion and modification for individual schools.

Large group interchange: The large group discussion was intended to facilitate the building of a conference community and an understanding of the need for and development of a comprehensive program by providing an opportunity for the participants to explore the ideas advanced in the lecturettes. Through discussion of the presentations participants began to relate to each other and acquired a sense of a common goal. They had opportunities to share knowledge gained, air general problems encountered, and raise questions arising from small group sessions and individual interchange.

Small group practicum: These sessions involved groups of 6-9 participants who worked on a problem or set of tasks requiring a group effort or solution. These tasks were based on material developed in a formal presentation or seminar and were intended to provide an opportunity for the participants to develop plans, processes, and approaches for presentation to the larger group.

Small group discussion: These sessions focused on presentations and discussion of approaches and problems discovered by the participants while in practicums, individual consultations, or other sessions. Emphasis was on an exchange of information and ideas for practical application.

Crackerbarrel session: Each evening was devoted to informal "rap" sessions which provided opportunities for participant-staff interaction in an unstructured setting conducive to free exchange of feelings, ideas, goals, etc. All project staff and consultants were present, and there were no time or topic limitations.

Individual consultation: The staff and consultants were available for individual and group consultation upon request or contact throughout the Institute.

Simulations and Exercises: Topic-related activities which combine the challenge and pleasure of physical activity and/or games with an opportunity to explore, at little risk, a variety of personal responses and styles under specific conditions were offered at appropriate times during the Institute. Each was designed to promote the occurrence and utilization of insights of use in daily interaction within the school setting. Some of the approaches used included:

1. Role playing.
2. Learning by doing tasks as curriculum content.
3. Audio-visual methods: videotaping institute sessions for subsequent replay and discussion, utilization of prepared materials (videotapes, movies, etc.) tape recording.
4. Recreation-participation in presentations for different age levels of children as a learning task.
5. Communication exercises---to improve effective communication skills and learn to recognize common disturbances which occur.
6. Report writing
   a) As part of the process of obtaining information
   b) As a tool for learning to sharpen observations and to encourage the search for further understanding of the behavior reported.
7. Problem solving groups.
8. Sensitivity training---To help participants increase their understanding of their own feelings and attitudes in relation to job performance.
9. Assignment of special field projects to be conducted by each cadre in its own school.

Training Institutes

Discussions and activity at the training institutes focused around four major subject areas: 1) the process of developing and implementing a program of inservice training and staff development; 2) supervision as an educational tool; 3) child development; 4) group dynamics. Conference proceedings were recorded on videotape, and selected excerpts have been preserved for reference. (A set of tapes accompanies this report.) Project staff included Doris Naiman, Ph.D., Director of Training of New York University Deafness Center; Judith Clifford, M.A. Project Coordinator, New York University Deafness Center; and Dr. H. Mashikian, M.D., Director of Rockland Children's Psychiatric Hospital. Consultants were Victor Galloway, Ph.D., Director of Pupil Personnel Services, Model Secondary School for the Deaf; and McCay Vernon, Ph.D., Professor of Psychology at Western Maryland College.

Participants representing a range of educational and employment experience made up the conference group. In addition, schools, settings and populations differed greatly from each other. The Rhode Island School, with an enrollment of 160, accommodates only 7 residential students, mainly from broken or unfavorable home situations. The American School, on the other hand, houses 342 residential students out of an enrollment of 464 children.

Institute I

Objectives. Activity of the first institute (at the Governor Baxter School, August 29, 30, 31, September 1, 1972) involved beginning the process of building a comprehensive inservice training and staff development program for each of the participating schools. Specific objectives for the participants were:

1. To develop an understanding of the need for a comprehensive program for children in a residential setting involving inclass and afterclass staff.

2. To describe the current program of each school.
   a) Administrative structure---decision-making authority/policy-making persons; supervisory persons; relation of residential staff to administration, instructional staff, and other services.
   b) Job descriptions of various levels of residential staff.
   c) Intra-department structure of residential staff.
   d) Services provided for children.
   e) In-service training provided for staff.

3. To develop a model for a comprehensive program for each residential school.
   a) Identification of needs of deaf children in a residential setting.
   b) Roles of residential staff in meeting these needs.
   c) Need for cooperation between inclass and afterclass staff.
   d) Need for a comprehensive inservice training program.

4. To specify the objectives for the school inservice training program.

5. To develop a program ot inservice training and staff development for each school.
   a) Identity factors to be considered in planning, (i.e. administration policies, program need, training needs).
   b) Identity the stages ot the planning process.
   c) Identify the stages ot the implementation process.
   d) Develop a job description tor a Training Director, including attributes and responsibilities.
   e) Develop a plan tor an inservice training program.

Process. At an orientation session the first evening, participants began to get acquainted and become familiar with training program plans, expectations and objectives. The style of the institutes, some of the scheduled content, the facilities, and questions of general interest were discussed. (See Appendix, page A7, for sample institute schedule, and page A8, for list of participants.)

The task of breaking the ice and drawing the group together was made easier by the conference setting. Participants lived together on the Governor Baxter School campus for the four-day period, taking meals together, and spending free time in casual discussions and becoming further acquainted. An outdoor New England clambake the first evening got things off to an agreeable start, and the host school superintendent, Mr. Joseph P. Youngs, welcomed participants during the first evening session, putting everyone at ease.

Each participant received a packet on arrival, containing institute agenda, lists of staff and participants, name tag, table card, tablet, pencil, and reading list from the Child Welfare League of America. In addition, each participant received a copy of the newly completed project publication, Inservice Training For Afterclass Staff in Residential Schools. (See discussion of training materials, pp. 44-47).

Content. The need for a comprehensive 24 hour a day program for children in residential settings and the contributions which an inservice training and staff development program can make to such a program were presented at the first conference session. The presentation also stressed cooperation between inclass and afterclass staff. The group discussion that followed served to begin the building of a conference commmity and an understanding of the need for a comprehensive program. Through discussion of the presentation, participants began to relate to each other and acquire a sense ot a common goal.

The second day the staff presented an outline of the content of the Inservice Training Program and means of implementing it in a residential school setting. On the third day, participants divided into four small discussion groups, each focused on one of the following topics:

1. Developing further the content ot the Inservice Training Program;
2. How to go about setting up an inservice training program in the school;
3. How to implement an inservice training program;
4. Difficulties one may anticipate and how to solve them.

Each group was asked to choose a leader and a recorder, and to present a written report to the large group session.

Institutes II-V

Participants in the regional program felt they were helped a great deal in developing programs in their own schools by the process of sharing their experiences with other schools, and by meeting together with the same group in separate conferences over a period of time. The trainers' ability to discuss freely issues and problems grew as they got to know each other. At the first institute they were somewhat cautious with each other, but by the second institute (at the New York School in White Plains, October 10-12, 1972) there was a big difference in the way they could express views openly and thus work together in a meaningful way. The trainers also valued the opportunity to visit each host school and see their programs in action.

The institute held at the New York School focused on these areas:

1. The problems encountered in implementing training programs for afterclass staff in individual schools
2. Supervision. To convey the basic principles of supervision as an educational method as distinguished from supervision as an administrative disciplinary tool.
   To elicit different types of supervisory techniques.
   To explore how supervision is operationally related to other training goals.
   To sharpen supervisory skills as related to practical day-to-day problems.
3. Specific Behavior Problems and Their Management. To identify pragmatically and practically, by means of role play and lecturette, frequent specific behavior problems (aggression, withdrawal, sexual acting out, temper outbursts, bed wetting).
   To increase understanding of these problems as to their causation, management, and importance in the child's education and development.

Discussion at the third institute (at the New York State School in Rome, November 13-15, 1972) dealt further with the issues of supervision and with management of behavior problems. The question of confidentiality was raised and discussed at some length.

A special feature of the fourth institute (at the American School, West Hartford, Connecticut, January 8-10, 1973) was the brainstorming sessions, where participants were divided into two groups and asked to come up with ways dorm counselors can provide a broader range of experiences for their children and allow them wider opportunities for choice. Group leaders were prepared beforehand, and helped their groups to deal with both long range solutions such as group homes, and shorter range answers utilizing the present school set up. The immediate goal of the brainstorming sessions was to prepare the participants to go home and try the techniques with their own dorm counselors, in two sessions held three weeks apart, allowing time for houseparents to try ideas from first session before holding another. A second session for institute participants was planned for the fifth institute in April.

The longer range objectives of holding the brainstorming sessions were both to try the technique with participants and to effect changes in school programming that would lead to changes in the children.

An important feature of the fifth and final institute (at the Rhode Island School, Providence, April 10-12, 1973) was the review of training techniques, including discussion and viewing of training materials prepared by project staff at the Deafness Center and by participants at their own schools. Following are notes on review of training techniques.

1. Trainers should be aware that participants bring their anxieties to group sessions---how will this affect their jobs, etc.
2. Use various techniques at different times, changing as group needs dictate.
3. How to cultivate a sense of self-awareness in trainees.
   a. take time to get acquainted.
   b. force self-awareness by taking advantage of a certain situation, by developing a sense of anxiety and then taking advantage of the situation.
   c. learn to notice and analyze real things taking place among trainees.
   d. in large group interaction employ ongoing clarification and reamplification of different points during course of discussion.
   e. arrange for small group interaction---both to draw out those who hold back in larger group, and to allow for more individual input.
4. Use supervisory process as growth-producing experience with trainees.
5. Be aware of trainees' needs. Sometimes have to handle everyday realities before can go on to larger issues.
6. Be close to work situation of the individual dormitory counselor, i.e. by visiting night counselor on duty.
7. Lecturettes effective, with group discussion following.
8. Role playing.
9. Brainstorming---future oriented discussions will be appreciated by the child care worker.
10. Have a clearly outlined frame of reference:
    ---children are members of various groups, including family, school, world, etc.
    ---keep in mind the goal of a well-adapted citizen
    ---trainees will be worried about daily distractions, but don't let it detract from larger issues.
    ---group decisions are superior to individual decisions---i.e. when children participate in a group decision activity, it is more successful than imposing individual decision.
11. Use techniques that suit you best. May try video playback.
12. In getting trainees together, make it clear that job is not at stake---that they will be free to express their feelings.

After introductory remarks and discussion, participants at the fifth institute divided into four small groups for an exercise in group cooperation and decision making. On completion of the exercise, participants reported back to large group sessions on dynamics of selecting a leader and of decision making process.

During informal evening Cracker Barrel sessions in Providence, participants viewed and discussed videotapes prepared at individual participating schools for use in inservice training with their own staff. Trainers discussed the possible use of the tapes in staff development programs and the value of schools making their own tapes for such use. Tapes presented showed role played supervisory and behavior management incidents. (See discussion of training materials, page 45, for description of individual tapes prepared).

Between Institute Assignments

Since it is not feasible for key personnel to be away from the school for long periods of time, part of the training activities were directed by the project staff between institutes. Trainees were given special assignments in their own schools to work out and thus explore realistically the concepts discussed in the institutes. The project staff provided a variety of materials to be used in inservice training in the schools and were available for ongoing help. Assignments given to trainers over the nine month period were:

1. a) To meet with school superintendent and discuss concept of a planned school-wide staff development program and ways to work toward this at their own schools.
   b) To consult line staff at all levels in school to help with planning and implementation process.
   c) To describe progress at next training institute, including obstacles encountered and how they were being handled. (See page 32, for Assignment guidelines; and see Appendix, page A9, for reports from schools.)
2. To write up a complete supervisory incident based on their own experience, and be prepared to discuss it at the next institute.
3. a) To hold a brainstorming session with a group of their dormitory counselors as soon as possible following institute, to come up with ways they can (i) provide a broader range of experiences for children (ii) allow the children wider opportunities for choice.
   b) To hold a second brainstorming session after one month with the same group of counselors. Find out which ideas they tried, which ones worked, which ones didn't work, and learn what actually happened as a result.
   c) Make a specific report at next institute. List ideas tried and give anecdotal account of how they were received. (See Appendix, page A24, for reports from schools.)
4. a) To choose at least one selection from book of readings and curricula, Inservice Training for Afterclass Staff in Residential Schools, and use it in some way with some of their staff, as for example, presenting lessons from the curriculum on recreation.
   b) To read and discuss with some of their staff at least one article or selection from the book.
   c) To report on results of each selection used on related evaluation sheet (See Appendix, page A4, for reports from schools.)
5. To produce one or more ten minute videotapes of role playing incidents involving children in the actual school situation, choosing incidents which could be used by trainers with staff at various levels: i.e. incidents involving child management and specific behavior problems, supervisory incidents, and case conferences.

6. (Final assignment) To prepare a written progress report on inservice training activities for afterclass staff at their schools. The report is to include description of the specific training activities that took place and results, as well as any problems encountered and how they were handled, using anecdotal material wherever possible. (See Appendix, page A59, for reports from schools.)

Guidelines for Assignment

A Long Range Plan for Staff Development and Inservice Training In Your School

Since every school situation is different, the following questions and suggestions are intended only as an aid in planning. Be only as detailed as is useful to you. Enclosed in your packet of materials is a list of specific objectives for afterclass staff. The list may be of help in choosing your own objectives.

1. Describe the current program in your school. To identify needs and plan comprehensively, it is necessary to have a clear overview of the structure of the school staff, the people who make decisions, and the present on-going activities.

   a. Administrative structure --- decision and policy-making persons; relation of afterclass staff to administration, instructional staff, and other services.

   b. Job descriptions of various levels of afterclass staff.

   c. Intra-department structure of residential staff.

   d. Inservice training provided for staff.

2. Identify training needs. Consider especially:

   a. Orientation of new staff

   b. Provision for supervision of afterclass staff.

   c. Skills, knowledge, and attitudes needed by dormitory counselors.

   d. Skills needed by supervisors.

   e. The need for a Training Director and the process for appointing one.

   f. The relation of afterclass and inclass staff.

   g. Possibility of upward mobility of afterclass staff.

3. Specify specific objectives for the training program in your school.

4. Specify the next stages of the planning and implementation process.

   Who else should be included?
   When will the participants meet?
   Who can make decisions?
   Make a time schedule.

Exchange of Dormitory Counselors

A direct outcome of the inservice training institutes was the growth of interest among the participants in each other's school programs. Several participants traveled on their own to visit some of the other schools involved, and as a result an exchange of dormitory counselors was inaugurated as a means of broadening their perspective and exchanging ideas.

Those participating gave their subjective evaluation of the experience. They felt its most positive aspect was the sense of self-respect it gave to the dormitory staff involved. It showed an interest on the part of the school in giving the afterclass staff an opportunity to glean new ideas, observe child care practices and training programs, and discuss issues pertinent to residential life and mental health.

On the basis of the exchange experience, participating schools established the following guidelines:

1. Orient entire houseparent staff to the purpose of the program.

    a. Orient participants to the exchange school.
    b. Orient participants to the role the exchanges are to play at the participating school. It is important that if the exchange covers a rather short time span exchangers should not be expected to "fill the shoes" of a regular houseparent. Rather, they should be observers and integrate into the program with a member of the host staff.

2. Orient residential students to the fact that visitors will be in the residence program--- why they are here, how long, etc.

3. Orient the exchange group to the whole campus--- introduction to school officials, staff, etc.

4. Provide time to observe the entire program, residential and academic.

5. Set up an informal social time whereby the entire houseparent staff will be able to meet with the exchangers for open discussion and free exchange of ideas.

6. Evaluate experience at the conclusion of the exchange at input session with administrative and supervisory staff.

Participating schools enjoyed having the guest exchangers and felt their staff benefited from the experience. One natural factor that

surfaced was an attitude of "my school is better than the other," and participants suggested it would be interesting to approach child care agencies outside the field of deaf education, in order to help focus on child care practices more than a comparison of deaf school programs.

Newsletter

At the final conference session participants decided to prepare a newsletter to report on progress of inservice training and staff development programs at their schools. The participants themselves prepared and compiled notes for the first newsletter, which was distributed to all participants in June 1973. See Appendix, page A73, for copy of newsletter.

Follow-up Progress Reports from Training Cadres

In addition to the newsletter, individual schools reported to project staff on progress of training programs. See Appendix, page A77, for reports from schools.

1972 - 1973 CALENDAR

Project staff members are available for site visits and individual consultation throughout the year. These are being arranged on an ongoing basis between Institutes.

Event	Start	Stop
First Institute:		
Hold pre-institute planning meeting with project staff & consultants	8-15-72	8-15-72
Check with host school on arrangements	8-16-72	8-16-72
Prepare materials and audio-visual equipment for institute	8-16-72	8-16-72
Conduct First Institute at the Governor Baxter State School for the Deaf in Falmouth, Maine	8-29-72	9-1-72
Hold post-institute evaluation meeting with project staff & consultants	9-2-72	9-2-72
Collect inter-institute assignments	9-8-72	9-20-72
Peruse assignments and evaluation data	9-20-72	9-23-72
Second Institute:		
Hold pre-institute evaluation, revision, and planning meeting with project staff and consultants	9-23-72	9-23-72
Check host school arrangements	9-27-72	9-27-72
Prepare materials and audio-visual equipment for institute	9-27-72	10-9-72
Conduct Second Institute at the New York School for the Deaf in White Plains	10-10-72	10-12-72
Hold post-institute evaluation meeting with project staff and consultants	10-13-72	10-13-72
Collect inter-institute assignments	10-20-72	11-3-72
Peruse assignments and evaluation data	11-3-72	11-6-72
Third Institute:		
Hold pre-institute evaluation, revision, and planning meeting with project staff and consultants	11-7-72	11-7-72

1972 - 1973 CALENDAR
(page 2)

Event	Start	Stop
Check host school arrangements	11-8-72	11-8-72
Prepare materials and audio-visual equipment for institute	11-9-72	11-10-72
Conduct Third Institute at the New York State School for the Deaf at Rome	11-13-72	11-15-72
Hold post-institute evaluation meeting with project staff & consultants	11-16-72	11-16-72
Collect inter-institute assignments	11-23-72	12-12-72
Peruse assignments and evaluation data	12-12-72	12-12-72
Fourth Institute:		
Check host school arrangements	12-18-72	12-18-72
Hold pre-institute evaluation, revision, and planning with project staff and consultants	12-15-72	12-15-72
Prepare materials and audio-visual equipment for institute	12-19-72	12-22-72
Conduct Fourth Institute at the American School for the Deaf at Hartford, Connecticut	1-8-73	1-10-73
Hold post-institute evaluation meeting with project staff & consultants	1-11-73	1-11-73
Collect inter-institute assignments	1-18-73	1-25-73
Peruse assignments and evaluation data	1-25-73	1-27-73
Fifth Institute:		
Hold pre-institute evaluating, revision, and planning project staff and consultants	1-28-73	1-28-73
Check host school arrangements	1-29-73	1-29-73
Prepare materials and audio-visual equipment for institute	1-29-73	2-9-73
Conduct Fifth Institute at the Rhode Island School for the Deaf at Providence	2-12-73	2-14-73

1972 - 1973 CALENDAR
(page 3)

Event	Start	Stop
Hold post-institute evaluation meeting with project staff & consultants	2-15-73	2-15-73
Collect Fifth Institute assignments	2-22-73	3-1-73
Peruse assignments and evaluation data	3-1-73	3-4-73
Hold post-institutes evaluation meeting with project staff and consultants	3-5-73	3-5-73
Evaluate Results and Assemble Project Package:		
Collect final data	4-1-73	5-1-73
Conduct an analysis of the data	5-1-73	6-1-73
Interpret data results and training program reports	6-1-73	7-1-73
Revise project procedures and materials	7-1-73	8-1-73
Assemble complete package of project procedures, materials and instructions for dissemination	8-1-73	8-31-73

D. Phase III, Dissemination of Prototype to Other Areas

Procedures for Dissemination of Prototype, 1973-1974

1. Training Institutions and Residential Schools---Intensive Dissemination Participants

Fourteen residential schools for deaf children from different areas of the United States took part in a training sequence, to enable them to establish comprehensive programs of inservice training for afterclass staff in their own schools and to assist the training institute in their area in setting up a regional training program.

The residential schools involved were selected on the basis of their interest in establishing training programs in their own schools and in assisting the training institutes in setting up regional programs. School superintendents chose one inclass and one afterclass representative to participate in the training sequence, on the basis of their interest and competency in establishing future training programs in their schools.

Nine training institutions took part in the training sequence, to enable them to use the regional prototype model in providing inservice training for afterclass staff in residential schools for deaf children within their own regions. The training institutions involved were selected from among those expressing a strong interest in the program and in carrying on the model with residential schools in their regions. One representative from each training institution took part in the training sequence. Each training institution had a residential school from its area participating in the same training sequence.

See Appendix, page 83, for list of representatives from participating schools and training institutions.

The fourteen Western and Eastern area residential schools participating were Arizona State School for the Deaf and Blind, California Schools for the Deaf at Berkeley and Riverside, Colorado School for the Deaf and Blind, New Mexico School for the Deaf, Oregon State School for the Deaf, Washington State School for the Deaf, Maryland School for the Deaf, Marie H. Katzenbach School for the Deaf (West Trenton, New Jersey), North Carolina School for the Deaf, Pennsylvania School for the Deaf, Margaret S. Sterck School for the Hearing Impaired (Newark, Delaware), Virginia Schools for the Deaf at Hampton and Staunton.

The nine community colleges and training institutions represented were: Clark College, Vancouver, Washington; El Paso Community College, Colorado Springs, Colorado; Riverside City College, Riverside, California; Oregon College of Education, Monmouth; California State University, San Francisco; Norfolk State College, Norfolk, Virginia; Western Piedmont Community College, Morganton, North Carolina; Gloucester County College, Sewell, New Jersey.

National Conferences

The participants from each school and training institution attended one of two three day national training conferences held during the project period. One conference took place on November 13-16, 1973, in the Western region of the United States, at the California School for the Deaf in Berkeley. The other conference was held in the Eastern region, at the Maryland School for the Deaf in Frederick, on February 26-28, 1974.

Two representatives from each residential school attended the same conference as the representative from the training institution from their area. Each conference was held at one of the participating residential schools, as experience with the prototype program had demonstrated that this setting enhanced the training experience of the conference participants and that school staff members gained valuable insights from visiting other schools.

All aspects of the prototype program were presented during the conference sessions. Special attention was given to the importance of involving school superintendents in the program and to the problems involved in setting up training programs in individual schools. Special small group sessions were organized to discuss ways to improve the status of afterclass staff. Project staff was available for individual consultation during the conference period.

See Appendix, page 90 for conference agendas and reports from small group sessions, and see page 110 for write up on Western area. Conference, published in California School News.

Pre-Conference Activities

Each conference participant received the training manual, Handbook for Staff Development in Residential Schools for Deaf Children, containing procedures, curricula, and guides establishing comprehensive inservice training programs for afterclass staff in residential schools. In addition each received the book of readings and curricula, Inservice Training for Afterclass Staff in Residential Schools.

Using the training manual as a basis, each training institute was asked (1) to make a tentative plan for providing training activities for residential schools in its own area, and (2) to list questions related to possible problems anticipated in establishing regional training programs for the schools in its area. At the same time the participants from each school were asked (1) to make a tentative plan for providing training activities for afterclass staff in their own schools, and (2) to list questions related to possible problems anticipated in establishing in-service training programs for afterclass staff in their schools. See Appendix for reports from schools.

In addition, each school participant was asked to bring to the conference examples of supervisory incidents and of specific behavior problems for discussion in general seminar sessions.

Post-Conference Activities

On the basis of the conference, participants from each training institution were asked to revise their tentative plans for providing training activities for residential schools in their areas. In this connection they were asked to arrange a meeting with the cooperating residential school in their area to obtain their help with the design

and implementation of the plan. Since the conferences, the schools and community colleges have worked together to plan and implement cooperative inservice training programs. See pages 65-71 for reports from schools and colleges on progress in this area. In addition some of the conference participants have written articles on their progress for the project publication, Residential School and Community College Cooperation for Staff Development. A copy of the publication accompanies this report. See page 44 for a description of its contents.

Project staff have been available to the training institutions during the post conference period for consultation and guidance in developing regional training programs. On April 13, 1974, Dr. Naiman visited the Virginia School for the Deaf in Hampton, to meet with school staff and administrators and assist in the organization of their staff development program. Dr. Helen Bessant from the Department of Special Education at nearby Norfolk State College was also present to assist in the program and determine ways the college could help in training of afterclass staff at the Virginia School. Dr. Bessant had represented Norfolk State College at the project training conference at the Maryland School in February. As a follow up to Dr. Naiman's visit, Dr. Bessant and Ms. Catherine McMillian, Dormitory Supervisor at the Virginia School, spent a day at the Deafness Center, on May 31, 1974. Dr. Bessant and Ms. McMillian discussed with Dr. Naiman the progress of the Virginia School's staff development program, and developed further plans for cooperation between the school and Norfolk State College.

2. To Training Institutions and Residential Schools---Extensive Dissemination

Residential schools and day programs for deaf children in the United States were sent a training package containing procedures, curricula, guides and training materials to aid them in establishing comprehensive inservice training programs for afterclass staff. The project staff provided guidance and consultation to training institutions and schools requesting assistance in developing training programs suited to their own particular situations.

See section on Materials Developed Around Prototype Program, page 44, for description of materials included in training kits.

3. To All Interested Persons

The project director disseminated information about the training model at both the national and local levels through lectures, articles, papers, and participation in meetings.

Lectures

"A Training Program for Afterclass Staff in Residential Schools" Conference of American Instructors of the Deaf. Indianapolis, Indiana. June 26, 1973.

"The Houseparent and the Teacher." New York State Association of Educators of the Deaf. Grossinger, New York. October 5, 1972.

"Staff Development and Inservice Training of Afterclass Staff in Residential Schools." New York State Association of Educators of the Deaf. Rochester, New York. October 17, 1973. Dr. Naiman was assisted in this presentation by three of 1972-73 prototype institute participants: Mr. Gordon Baker, Dean of Students, New York State School; Ms. Mary Burke, Pre-primary Teacher, St. Mary's School; and Mr. Kendall Litchfield, Principal, New York School.

"Inservice Training of Afterclass Staff in Residential Schools." California School for the Deaf, Berkeley, California. November 6, 1973.

"Materials for Staff Development." Meeting of New York City Schools for Deaf Children. New York City. April 23, 1974.

"Staff Development in Residential Schools." Maryland School for the Deaf. Frederick, Maryland. February 14, 1974.

"Establishing a Comprehensive Staff Development Program." Virginia School for the Deaf, Hampton, Virginia. April 13, 1974.

Publications

Naiman, Doris W., Innovation in Dormitory Programs: A Comprehensive Approach. American Annals of the Deaf, Vol. 119, No. 4, August 1974. (See Section V for reprint.)

Naiman, Doris W., and Mashikian, Hagop S., Handbook for Staff Development in Residential Schools for Deaf Children. New York: Deafness Research & Training Center, 1973. (Copy accompanies report. See also Section V.)

Naiman, Doris, A Model for Inservice Training of Afterclass Personnel. American Annals of the Deaf, Vol. 117, No. 4, August, 1972. (See Section V for reprint.)

Naiman, Doris (Ed.), Inservice Training for Afterclass Staff in Residential Schools. New York: Deafness Research & Training Center, 1972. (Copy accompanies report.)

Naiman, Doris (Ed.), Community College Cooperation for Development of Staff to Work With Deaf Children. New York: Deafness Research & Training Center, 1974. (Copy accompanies report. See also Section V.)

Naiman, Doris W., A Prototype Training Program for Professional Afterclass Staff in Residential Schools for Deaf Children. Report of the Proceedings of the Forty-Sixth Meeting of the Convention of American Instructors of the Deaf. U.S. Government Printing Office, 1974.

The California School for the Deaf at Berkeley published an illustrated report on the Western area conference in the January 1974 issue of its California News. (See Section V for reprint.)

The Social and Rehabilitation Service publication, the Informer, carried a short report of the California conference---vol. 4, no. 2, May 1974.

Calendar for Dissemination Year, 1973-1974

Project staff members will be available for guidance and individual consultation throughout the year:

Activity	Start	Stop
Select training institutions to take part in training sequence	3-1-73	4-1-73
Coordinate selection by training institutions of residential schools to take part in training sequence, and select the particular schools at which the two conferences will be held	4-1-73	5-1-73
Send out training handbook to all residential schools in the United States, and to selected training institutions.	9-1-73	9-1-73
Send out description of pre-conference assignments to all participants from training institutions and residential schools involved in training sequence	9-1-73	9-1-73
Collect and acknowledge pre-conference assignments (from Western group)	10-1-73	10-5-73
Peruse assignments	10-8-73	10-12-73
Hold pre-conference planning meeting with project staff and consultants	10-15-73	10-15-73
Check with host school on arrangements, and send notice of final plans to all participants	10-16-73	10-16-73
Prepare materials and audiovisual equipment for conference	10-17-73	10-26-73
Conduct national training conference for participants from Western United States at a participating residential school in the region	11-13-73	11-16-73
Collect and acknowledge post-conference assignments	12-3-73	12-7-73
Peruse assignments	12-10-73	12-14-73
Hold post-conference evaluation meeting with project staff and consultants	12-17-73	12-17-73
Collect and acknowledge pre-conference assignments (from Eastern group)	1-7-74	1-11-74
Peruse assignments	1-14-74	1-18-74
Hold pre-conference planning meeting with project staff and consultants	1-21-74	1-21-74

Calendar for Dissemination Year, 1973-1974

Page 2

Activity	Start	Stop
Check with host school on arrangements, and send notice of final plans to all participants	1-22-74	1-22-74
Prepare materials and audiovisual equipment for conference	1-23-74	2-1-74
Conduct national training conference for participants from Eastern United States at a participating residential school in the region	2-26-74	2-28-74
Collect and acknowledge post-conference assignments	3-11-74	3-15-74
Peruse assignments	3-18-74	3-22-74
Hold post-conference evaluation meeting with project staff and consultants	3-25-74	3-25-74
Collect final data	4-1-74	5-1-74
Interpret data results and training program reports	5-1-74	6-1-74
Write final report, journal articles; give lectures	6-1-74	8-31-74

E. Materials Developed for Prototype

A variety of materials were developed for use at the training institutes and by the cadres of trainers in their work at their own schools. These were fieldtested by the trainers and revised when indicated. Materials developed were:

1. Inservice Training for Afterclass Staff in Residential Schools (218 pp.)

A book of readings and curricula was completed in August 1972 prior to the beginning of the first institute. It presents the concept of the afterclass program as part of the 24 hour a day learning environment needed by deaf children in residential schools. Specialists from related areas, including residential school superintendents and professional staff members, psychiatrists, psychologists, guidance counselors, interpreters, and members of the deaf community, were commissioned to develop and write sections of the handbook. The book comprises 218 pages and includes 25 original illustrations. Section I contains 10 articles concerning ways to enrich and integrate afterclass life. Section II gives 4 complete curricula for inservice training of afterclass staff: Education and Language Development of Deaf Children, Guidelines for Communicating With Deaf Children, Recreation for Deaf Children, Child Development and Management of Specific Behavior Problems. Section III contains 4 reprints of articles by experts in the field of child care.

2. Handbook for Staff Development in Residential Schools for Deaf Children (80 pp.)

A guidebook to aid individual schools in developing a comprehensive staff development program. Includes a description of a pilot regional training program and notes from actual experiences of the participating schools. The Handbook was prepared as an outgrowth of the prototype training institutes.

3. Community College Cooperation for Development of Staff to Work With Deaf Children (59 pp.)

A book of readings on the ways residential schools and community colleges can work together on staff development and inservice training programs in the schools. Includes articles by college faculty and residential school staff on their experiences in setting up cooperative programs---how they got together, the problems involved and how they were solved, and the resulting programs.

4. 24 Hours a Day. (Slide-cassette program, 14 minutes)

A slide-sound presentation of the idea of the 24 hour a day learning environment for deaf children in residential schools.

5. It's More Than Child's Play (Slide-cassette program, 15 minutes)

A slide-sound presentation on recreation programs for deaf children

in residential schools.

6. Problems of Behavior Management (1/2 inch videotape, 15 minutes)

Five role played incidents showing typical problems in behavior management and how they were actually handled by the dormitory counselor involved. To be used by trainers to initiate discussion of behavior management problems among trainees.

7. Communicating Effectively With Deaf Children (1/2 inch videotape, 20 minutes)

A series of role played incidents illustrating do's and don't's of communicating with deaf children, as seen through the experiences of a new dormitory counselor.

8. Reading a Story To A Deaf Child (1/2 inch videotape, 20 minutes)

Shows reading a story as a pleasurable shared experience as well as an effective way to aid language development.

9. What Makes Danny Run? (1/2 inch videotape, 10 minutes)

Role played incident involving teen age boy who leaves school campus without permission, and how his case was handled by the dormitory counselor involved. To be used by trainers to initiate discussion of this and related behavior management problems among trainees. This tape was prepared by staff at the New York School in White Plains. (See 10 below).

10. Videotapes prepared at participating schools:

In response to an assignment given at the fourth prototype institute, participating schools prepared videotapes of role played incidents involving children in the actual school situation. The tapes were prepared for use in various phases of training and included incidents which could be used by trainers to start off discussion with dorm counselors on child management and specific behavior problems, and sample supervisory sessions and case conferences. The New York School, Governor Baxter School, the Rhode Island School, St. Mary's School, The Model Secondary School, the American School and the New York State School prepared tapes of role played incidents.

Individual tapes were prepared as follows:

a. One Behavior management incident involving a teenage boy, and related counselor-child conference. Another incident involving behavior problems of an adolescent boy. St. Mary's School.
b. Behavior management incident involving temper tantrum of young girl in group activity situation. Includes case conference following incident. Rhode Island School.
c. Behavior management incident involving teenage girl. Governor Baxter School.
d. Case conference involving behavior problems with an adolescent girl. Model Secondary School.

e. A supervisory session between dormitory counselor and his supervisor. Two behavior management incidents. New York State School, Rome.
f. Behavior management incident involving bedtime problems. American School, Hartford.
g. Role played incident involving teenage boy who leaves school campus without permission, and how his case was handled by the dormitory counselor involved. New York School, White Plains.

11. Videotapes of Institute Sessions

Videotapes were made of the sessions at each prototype training institute. Selected segments have been edited and organized according to the following general topics;

a. The process of developing and implementing a staff development program.
b. Supervision
c. Child Development
d. Group Dynamics

The selected segments will remain in the project library for reference and use by schools on request. A set of the selected segments accompanies this report.

12. Resource packet

Supplementary materials were made available to participants at each training institute, including the Child Welfare League of America's Reading List for Child Care Workers and Houseparents and a selection of relevant books for examination.

Copies of materials noted above in 1-9 accompany this report.

Training Kit for Staff Development In Residential Schools.

As an outgrowth of the prototype program, a kit was developed, containing training materials for staff development. The full kit includes copies of the three project publications, two slide-sound shows and four of the videotapes. Copies of training kit materials accompany this report. A list of kit materials follows:

1. Inservice Training for Afterclass Staff in Residential Schools.
2. Handbook for Staff Development in Residential Schools for Deaf Children.
3. Community College Cooperation for Development of Staff to Work With Deaf Children
4. 24 Hours A Day.
5. It's More Than Child's Play.
6. Problems of Behavior Management.
7. Communicating Effectively With Deaf Children.
8. Reading A Story to A Deaf Child
9. What Makes Danny Run?

The Bureau of Education of the Handicapped is funding the distribution of the training package to 75 residential schools throughout the country during the coming year.

Adapted Training Kit for Staff Development in Day School Programs.

Support is being sought to put a smaller version of the kit in day school programs and the remaining smaller residential school programs. Day program representatives previewing kit materials indicated they would be useful with parent groups and community agencies.

IV. Evaluation

A. Overview of evaluation

B. Summary of evaluation data

1. Summative evaluation of specific objectives
2. Evaluation of dissemination program
3. Superintendents' evaluations of prototype program
4. Schools' and community colleges' evaluations of national conferences
5. Formative evaluation of training activities and materials

C. Description of evaluation plan

D. Evaluation instruments

IV. Evaluation

A. Overview of evaluation

Evaluation data indicates that the comprehensive schoolwide approach to staff development and inservice training made a positive difference in the participating schools. Changes occurred in the desired direction in children and in all levels of afterclass staff. The changes are evidenced both in before and after evaluations in the schools and in reports from superintendents.

Changes in children

Children in the six schools that participated in the prototype program showed positive changes in the four specific areas that were emphasized. Evaluation data indicates that the children

(1) participated in a greater number and variety of experiences
(2) made a greater number and range of decisions and took responsibility for more independent activities
(3) demonstrated improved interpersonal and social skills
(4) showed increased use of communication and language.

Changes in dormitory counselors

It seems likely that changes in children are related to changes in the staff. Afterclass staff in all six schools demonstrated a positive change in the following areas:

(1) increased satisfaction in job and feeling of worth
(2) increased ability to communicate with deaf children
(3) increased knowledge of child development and the needs of children, and increased skill in dealing with specific behavior problems
(4) increased knowledge of the educational process for deaf children and increased ongoing help to children in developing and using language and communication
(5) increased knowledge of group dynamics and competency in helping children develop interpersonal skills
(6) increase in number and variety of afterclass experiences provided
(7) increase in number and variety of afterclass opportunities provided children for independent activities and decision.

Changes in administrative and supervisory staff

Training cadre members from each participating school demonstrated increased knowledge and skills needed to implement programs in their schools. Trainers showed improvement in each of the five areas evaluated:

(1) supervisory principles and skills
(2) group dynamics and processes
(3) management of specific behavior problems
(4) use of local resources in staff training
(5) use of special educational techniques, aids, and training strategies.

Changes in school programs

The end of the year evaluation of inservice training activities indicated that all of the schools had made positive changes in their programs in all of the areas evaluated:

(1) increased contact and cooperation
(2) increased number of structured, task-oriented contacts between inclass and afterclass staff
(3) increased number of informal contacts between inclass and afterclass staff
(4) improvement in attitudes between inclass and afterclass staff
(5) increased variety of training activities offered
(6) increased number of training activities provided
(7) increased number of people involved in planning and implementation of inservice training activities to include a broader representation of the entire school staff.

Inservice training materials developed and evaluated

A training package of materials has been developed and evaluated for use in the training program. Training materials include

(1) three publications
(2) two audio-slide shows
(3) four videotapes.

The materials are now being distributed throughout the country to schools for use in their future staff development and inservice training programs.

Increase in community college involvement in staff development

Twelve community colleges initiated or increased their cooperative involvement in staff development as a result of the program. Community colleges have cooperated with schools to provide training on different levels, for

(1) preparation of new personnel who wish to work as dormitory counselors in the school
(2) inservice training of current dormitory counselors

(3) inservice training of supervisory staff who will serve as trainers in their own school programs.

Some community colleges also arrange for dormitory counselors to receive credit for supervised work on the job. The programs are being used to provide inservice training for teacher aides and other child care workers as well as dormitory counselors.

Specific findings of evaluation are given in the following pages of this section.

B. Summary of evaluation data

1. Summative evaluation of specific objectives

Project Objective	Evaluation Objective	Results
1. For cadre of trainers		
1.1 To increase contact and cooperation between inclass and afterclass staff.	1.1 To assess increase in contact and cooperation between inclass and afterclass staff by administering questionnaires to all afterclass staff members in May, 1972 and again in May, 1973. Questionnaires to measure: (1) number of structured task oriented contacts between May 1-15, (2)number of informal contacts between May 1-15, (3) attitudes toward other staff.	1.1 All six schools reported increased contact and cooperation between inclass and afterclass staff. (1) Four schools showed an increase in the number of structured task-oriented contacts, (2) Five schools increased number of informal contacts. (3) Teachers in all six schools showed increase in understanding of roles and problems of afterclass staff.
1.2 To have each cadre develop for its own school, by the end of the Second Institute, an inservice training and staff development plan that meets criteria established by the project staff and participants.	1.2 To assess each cadre's inservice training plan at the end of the Second Institute.	1.2 All six cadres developed plans judged by two members of the project staff as meeting criteria established by project staff and participants.
1.3 To have each cadre implement in its own school its inservice training and staff development plan.	1.3 To assess by questionnaire to afterclass staff in May, 1972 and again in May, 1973, the school's inservice training activities, including (1) number of activities, (2) content of activities, (3) number of participants, (4) participants' subjective evaluation.	1.3 Cadres in all six schools implemented their inservice training and staff development plans. (1) Four schools showed an increase in the number of training activities. (2) Three schools increased the content of activities. (3) One school increased the number of participants. (4) See page 72 for participants' subjective evaluations. 1.3.2. Project staff assessed reports from cadres of implementation activities in all six schools. All the cadres implemented at least some aspects of their plans. See page A59 for reports from schools.

1.4. To demonstrate increased knowledge and skills in the competencies needed to implement training programs in their schools. Needed competencies include: Supervisory principles and skills Group dynamics and processes Management of specific behavior problems Use of special educational techniques, aids, & training strategies Use of local resources in staff training.	1.4. To be measured by a questionnaire administered to all members of the cadres of trainees in May, 1972 and again in May, 1973. Questionnaires to measure (1) knowledge in each of five areas of competency and (2) self rating in each area.	1.4. All trainers demonstrated increased knowledge and skills in competencies needed to implement programs in their schools.
2. For afterclass staff in each school.		
2.1. To demonstrate increased satisfaction in job and feeling of worth as having an important role in the total school program.	2.1. To be measured by questionnaire administered to all afterclass staff in May, 1972 and again in May, 1973.	2.1. Afterclass staff in all six schools demonstrated increased satisfaction in job and feeling of worth in some of the areas measured.
	2.2. To compare job turnover in afterclass staff at end of 1972 and 1973 academic year.	2.2. One school had a decrease in job turnover.
2.2. To demonstrate increased ability to communicate with deaf children.	2.2. To be measured by (1) self rating scales administered to all afterclass staff and (2) supervisors' ratings on the same scale administered in May, 1972 and again in May, 1973.	2.2. Afterclass staff in all six schools demonstrated some increase in ability to communicate with deaf children, as seen both through self ratings and ratings by supervisors.
2.3. To demonstrate increased knowledge of child development and the needs of children and increased skill in dealing with specific behavioral problems	2.3. To be measured by supervisors' ratings in May, 1972 and again in May, 1973.	2.3. Afterclass Staff in all six schools showed increase in knowledge of child development and the needs of children, and increased skill in dealing with specific behavior problems.
2.4. To demonstrate increased knowledge of educational process for deaf children and to provide ongoing informal help to children in developing and using language and communication.	2.4. To be measured by supervisors' ratings in May, 1972 and again in May, 1973.	2.4. Afterclass Staff in all six schools showed increase in knowledge of educational process for deaf children and increased ongoing informal help to children in developing and using language and communication.

2.5. To demonstrate increased knowledge of group dynamics and competency in helping children develop interpersonal skills.	2.5. To be measured by supervisors' ratings of afterclass staff in May, 1972 and May, 1973. Rating scale to measure (1) skills in managing a group (2) skills in helping individual children develop ability to develop interpersonal skills.	2.5. Afterclass staff in all six schools demonstrated increased knowledge of group dynamics and competency in helping children develop interpersonal skills.
2.6. To provide a broader experiential base for the children ---a greater variety of learning experiences.	2.6. To assess by questionnaire to dormitory counselors in May, 1972, and in May, 1973 number and variety of enriching experiences provided for children.	2.6. Dormitory counselors in all six schools provided an increased number and variety of enriching experiences for children.
	2.6.1. In the period from May 1 - May 15, 1973 each dormitory counselor will provide at least two enriching experiences within the school and two outside the school for the children in his/her group.	2.6.1. Two-thirds of the counselors provided at least two enriching experiences within the school, as well as two enriching experiences outside school.
	2.6.2. In May, 1973, each dormitory counselor will be able to list ten enriching experiences suitable for his/her group.	2.6.2. In May 1973, each dormitory counselor was able to list ten enriching experiences suitable for his/her group.
2.7. To provide children with increased opportunities for independent activities and decisions.	2.7. To assess by questionnaire to afterclass staff in May, 1972 and again in May, 1973 number and variety of opportunities provided children for independent activities and decisions.	2.7. Afterclass staff in all six schools reported an increased number and variety of opportunities provided children for independent activities and decisions.
3. For children		
3.1. To participate in a greater number and variety of afterclass experiences.	3.1. To assess number and variety of afterclass experiences by questionnaire administered to dormitory counselors in May, 1972 and in May, 1973.	3.1. Children in all six schools participated in a greater number and variety of afterclass experiences.

3.2. To make a greater number and range of decisions and take responsibility for more independent activities.	3.2. To assess number and range of children's decisions and independent activities as observed by afterclass staff and indicated on a questionnaire administered in May, 1972 and in May, 1973.	3.2. Children in all six schools made a greater number and range of decisions and took responsibility for more independent activities.
3.3. To demonstrate improved interpersonal and social skills.	3.3. To measure children's interpersonal and social skills by rating scale filled out by dormitory counselors in May, 1972 and May, 1973.	3.3. Children in all six schools demonstrated improved interpersonal and social skills.
3.4. To demonstrate increased use of communication and language.	3.4. To assess children's use of communication and language by rating scales filled out by dormitory counselors in May, 1972 and May, 1973.	3.4. Children in all six schools showed increased use of communication and language.

2. Evaluation of Dissemination Program

Dissemination Objective	Evaluation Objective	Results
1. For residential schools To provide fourteen residential schools from different areas of the United States with a training sequence that will assist them in establishing comprehensive programs of inservice training for afterclass staff in their own schools and enable them to cooperate with a training institution in their area to set up a regional program.	To ascertain through questionnaire and interview, the participants' subjective judgments of the value of the training sequence in helping them develop training activities to improve afterclass life in their own schools. To obtain a report from each school on its comprehensive plan for inservice training of afterclass staff and a report on their work with the training institution in their area on developing a regional plan.	Fourteen residential schools participated in a training sequence that assisted them in establishing comprehensive programs of inservice training for afterclass staff in their own schools and enabled them to cooperate with the training institutions in their areas in setting up regional programs. All of the schools indicated that the training sequence assisted them in developing a comprehensive program of inservice training. Nine schools have submitted reports on progress in developing their plan to work with a training institution in their area.
2. For training institutions To provide training institutions from different areas of the United States with a training sequence that will enable them to use the regional prototype model for training afterclass staff in residential schools in their own areas.	To ascertain in May 1974 through questionnaire and interview, the participants' subjective judgments of the value of the training sequence in helping them develop training activities to improve afterclass life in residential schools in their areas.	Nine training institutions were provided with a training sequence that enabled them to use the prototype model to train afterclass staff in residential schools in their own areas. Seven of the training institutions have reported on ways the training sequence has helped them develop training activities in residential schools. (See pp. 65 through 71 and accompanying project publication, Community College Cooperation for Development of Staff to Work With Deaf Children.)

3. Superintendents' evaluations of prototype program

After the third prototype institute the superintendents were asked to express their impressions of the effect of the training programs in their schools. All six superintendents indicated that the planned comprehensive approach to staff development had already made a difference in their schools. They commented on the expanded inservice training activities and the increased awareness on the part of the school personnel at all levels, of the dormitory counselors' need for professional training and the ultimate value of such a program to the school and the child. The following observation from one superintendent identifies changes which the superintendents felt were happening in their schools:

> I would make the following comments regarding progress which is already obvious to us:
> 1. The project has explored areas that are often overlooked --- sexual behavior, supervisor-supervisee relationships, and analysis of case reports.
> 2. The project has created a positive image to the houseparents in terms of a concern for their own professional growth and development in the area of child care.
> 3. The project has developed a greater sensitivity on the part of administrators toward the needs of the residence staff and residential living in general.
> 4. The project has opened lines of communication between various schools for the deaf, which has enabled a much broader perspective on residential problems.
> 5. The project has helped create an awareness on the part of the instructional staff (teachers) to problems encountered in residential living, and has encouraged an exchange of information with houseparents, which has brought about a better and more total understanding of individual children.

Following are letters from the six superintendents, expressing their subjective evaluation of the effect of the prototype program in their schools to date.

American School for the Deaf
ESTABLISHED 1817

139 North Main Street
West Hartford, Connecticut 06107

BEN E. HOFFMEYER
EXECUTIVE DIRECTOR-HEADMASTER

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By Appointment of the Governor of Connecticut
MRS. THOMAS J. D'AMORE, JR.
ROBERT A. GRILLO

November 13, 1972

Dr. Doris W. Naiman
Director of Training
Deafness Research & Training Center
80 Washington Square East
New York, New York 10003

Dear Doctor Naiman:

I want to take this opportunity to express my appreciation for the Inservice Training Program for Afterclass Staff. This seems to be a forgotten group, and one that has more influence on deaf children than the actual classroom teachers, and the least available opportunity for training. Our attention for years has been devoted to training teachers and very little effort has been made to help the afterclass staff to meet their needs in the total training of deaf children.

The program as designed is giving our staff identification. They are being stimulated by association of others doing the same job. They are asking for professional training, and in our case, they are getting it. My evaluation of the program is that the program is meeting a neglected need in the residential schools for the deaf, and we are most enthusiastic about it.

I sincerely hope other areas will have this same enriching experience.

Sincerely,

Ben E. Hoffmeyer

Ben E. Hoffmeyer
Executive Director

BEH:vsv

Joseph P. Youngs, Jr., Superintendent

Telephone 781-3165

Gov. Baxter State School for the Deaf
P. O. Box 799
Portland, Maine 04104

November 30, 1972

Dr. Doris W. Naiman
Director of Training
Deafness Research & Training Center
New York University
School of Education
80 Washington Square East
New York, NY 10003

Dear Dr. Naiman:

The Inservice Training Program for Afterclass Staff for Schools in which our school is involved is proving to be extremely worthwhile. Our staff is looking forward to the remaining sessions and to your findings.

As an administrator of a residential school for the deaf I can think of no area that needs reinforcement and professional guidance than that of the afterclass staff. Their personal involvement in the social, emotional and educational development of children is frequently overlooked. They are an untapped resource in any residential school. They can provide valuable assistance if only they have the chance to receive guicance and inservice training.

I am so convinced of the importance of the program that I would sincerely hope that a comtinuation grant to expand the program to schools in other areas of the United States will be forthcoming. You have my personal endorsement as well as that of my staff.

Sincerely yours,

Joe Youngs

Joseph P. Youngs, Jr.
Superintendent

JPY:ph

cc: Miss Clifford

ST. MARY'S SCHOOL FOR THE DEAF
2253 MAIN STREET
BUFFALO, N.Y. 14214

November 27, 1972

Dr. Doris Naiman, Director of Training
Deafness Research and Training Center
New York University School of Education
80 Washington Square East
New York, New York 10003

Dear Dr. Naiman:

The Inservice Training Program for Afterclass Staff initiated by the Deafness Research and Training Center has been very beneficial to our program. Even though the program has just finished its third workshop session for the school teams, the feed-in and enthusiasm of our team has begun to break down some of the feeling of isolation of afterclass personnel. We have a committee working on the particular implementation of our inservice program and we have had a visit from Dr. Mashikian and another one from two of the afterclass staff on the New York School for the Deaf in White Plains.

One of the big pluses for the program is this kind of sharing and mutual support and constructive criticism. I would like to see this kind of program continue and expand to other schools.

Thank you for all of the reports from your workshop. Your staff is doing a fine job.

Sincerely yours,

Sister Nora Letourneau

Sister Nora Letourneau
Superintendent

SNL:ml

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

SCHOOL FOR THE DEAF
520 Hope Street
Providence, R.I. 02906

November 21, 1972

Dr. Doris W. Naiman
Director of Training
Deafness, Research and Training Center
New York University School of Education
80 Washington Square East
New York, New York 10003

Dear Dr. Naiman:

Several of my staff have been involved in the Inservice Training Program for Afterclass Staff throughout this past year. The benefit to these people and therefore to our program has been considerable, not only as they have the opportunity to share mutual problems with people in comparable positions in other schools, but in the new interest in finding solutions to the problems of the Afterclass personnel.

This type of training has been needed for some time and I sincerely hope that it will continue in the future.

Yours faithfully,

Peter M. Blackwell
Principal

PMB:s

NEW YORK SCHOOL FOR THE DEAF

555 KNOLLWOOD ROAD, WHITE PLAINS, N. Y. 10603

TELEPHONE: WHITE PLAINS 9-7310

ROY M. STELLE
SUPERINTENDENT

DONALD O. ZOTTOLA
STEWARD

November 30, 1972

Dr. Doris W. Naiman
Director of Training
Deafness Research & Training Center
New York University School of Education

Dear Doris:

Three staff members from the New York School for the Deaf; the Principal, the Deaf of Students, and a cottage parent have participated in the Interservice Training Program for Afterclass Staff. The response of each has been favorable.

The meetings have provided key staff members from seven schools for the deaf, the opportunity to get acquainted with each other and to interact in depth. The format of holding these meetings at different schools for the deaf has meant an exposure to different programs, different physical plants and philosophies. In addition, the participants in the program have an opportunity to visit classes and see other schools in session. This is good.

The material covered in the meetings is pertinent, relevant, practical and important. Good ideas have already been brought back to this school and are currently being practiced. The leadership is excellent and the practice of video-taping the sessions promises new dimensions for the program.

The staff at the New York School for the Deaf is enthusiastic about this training program and wish to see it broadened and continued. This seems to be a viable approach to improving after-school services to deaf children.

Very sincerely yours,

ROY M. STELLE
Superintendent

RMS:kmc

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

J. JAY FARMAN
SUPERINTENDENT

NEW YORK STATE SCHOOL FOR THE DEAF
AT ROME
713 NORTH MADISON STREET
ROME, NEW YORK - 13440

JOSEPH E. LOIA
FINANCIAL SECRETARY

December 4, 197[illegible]

Dr. Doris Naiman, Director of Training
Deafness Research and Training Center
New York University School of Education
80 Washington Square East
New York, New York 10003

Dear Doris:

At this point in time I would like to make just a couple of comments regarding the NYU sponsored Inservice Training Program for After-Class Staff (Schools for the Deaf). We are very pleased that we have had the opportunity to participate in this program. Over the years we have conducted inservice training for our residential staff on something less than a consistent basis. The upgrading of basically non-professional staff who work with the children during out of class hours is a matter that has long been of concern, and we are delighted that an organized approach, through your program, is now available to us.

I would make the following comments regarding progress which is already obvious to us:

1. The project has explored areas that are often overlooked -- sexual behavior, supervisor-supervisee relationships, and analysis of case reports.

2. The project has created a positive image to the houseparents in terms of a concern for their own professional growth and development in the area of child care.

3. The project has developed a greater sensitivity on the part of administrators toward the needs of the residence staff and residential living in general.

4. The project has opened lines of communication between various schools for the deaf, which has enabled a much broader perspective on residential problems.

5. The project has helped create an awareness on the part of the instructional staff (teachers) to problems encountered in residential living, and has encouraged an exchange of information with houseparents, which has brought about a better and more total understanding of individual children.

As the project continues, I am sure there will be areas of discussion that have not as yet been approached. We are making a concerted effort to support this particular training activity with others on our staff, such as the audiologist and psychologist, who can bring to the residential staff much essential information about deafness and deaf children, and child caring techniques.

I think that too often there has been a complete lack of understanding on the part of houseparents about the children themselves; the ramifications of being deaf; the importance of language development and how this problem pervades the entire existence of the deaf child; and the sequence of normal childhood development. It is fine for houseparents to be able to organize activities for the children during their leisure time, and they should, but unless they can even then apply some real understanding of deaf children to their task, the effectiveness of the effort is negligible.

It was a pleasure for us to recently host the Training Workshop; I regret that I had to be out of town and could not spend the entire time with you. I want to thank you and your staff for establishing this project, and sincerely hope that additional schools for the deaf will be able to profit from it. It would be an opportunity that I'm sure many residential schools for deaf youngsters would take advantage of.

With kindest regards, I am

Very truly yours,

J. Jay Farman
Superintendent

JJF:jmy

4. Schools' and community colleges' evaluations of national conferences

At the close of each of the two national conferences, participants were asked to respond to a questionnaire on the value of the training sequence. A compilation of the responses at each conference appears on pages 73-74 .

Two participants at the California conference, Mr. B.J. Peck, Director of the Oregon State School for the Deaf and Ms. Marian Peck from the Oregon College of Education wrote the following as part of a report on residential school-community college cooperation for staff development:

> Staff development has long been an item for discussion at the Oregon School for the Deaf, but little was done in a systematic manner. Following the Staff Development Workshop sponsored by New York University and held on the Berkeley School for the Deaf campus in November, 1973, a different approach began to emerge concerning staff development. That workshop was very informative and highly motivating, unlike some workshops previously attended. The free and open discussions which were encouraged during the entire workshop produced a number of new concepts and changed attitudes concerning the overall staff development process. The sharing of ideas and past experiences by those who were in attendance and the leadership from those conducting the workshop were extremely beneficial. We came away from the workshop with a much broader picture of staff needs and the developmental process by which those needs should be met.

(from Peck, M. and Peck, B.J., Staff Development at the Oregon School for the Deaf. Community College Cooperation for Development of Staff to Work With Deaf Childre , page 5 . Copy of publication accompanies this report.)

In addition schools participating in the Western area conference submitted follow-up reports of activities implemented or planned for inservice training of afterclass staff. Following are letters reporting progress in four schools where community college cooperation is being initiated or further developed as a result of the conference.

serving the unified school districts of ALVORD • JURUPA • MORENO VALLEY • RIVERSIDE
4800 MAGNOLIA AVENUE / RIVERSIDE, CALIFORNIA 92506 / (714) 684-3240

RIVERSIDE 1916 CITY COLLEGE

February 8, 1974

Dr. Doris W. Naiman
Director of Training
Deafness Research & Training Center
New York University
80 Washington Square East
New York, N. Y. 10003

Dear Doris:

'Very glad to hear from you and to learn that things are moving along toward another staff development conference.

Things have been very busy here, but we have managed to squeeze in plans for a program at Riverside City College to train afterclass staff. I have been working in conjunction with Dr. Brill at California School for the Deaf, Riverside, and hopefully we will have this program implemented by Fall,1974.

We would expect to initially have a program to train staff to work in schools for the deaf, but then hope to develop it into a program for training afterclass staff in all areas affecting the handicapped.

I hope everything is going well for you and that your conference is a success!

Best regards,

William E. May

William E. May, Coordinator
Program for the Deaf

WEM:ah

WILSON RILES
Superintendent of Public Instruction
and Director of Education

LESLIE BRINEGAR
Associate Superintendent of Public Instruction
and Chief, Division of Special Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

CALIFORNIA SCHOOL FOR THE DEAF

3044 Horace Street
RIVERSIDE, CALIFORNIA 92506
Telephone 714 [illegible]

RICHARD G. BRILL
Superintendent

JAMES A. HOXIE
Assistant Superintendent
for Instruction

EUGENE LUTES
Business Manager

February 5, 1974

Dr. Doris W. Naiman
Director of Training
New York University School of Education
80 Washington Square East
New York, New York 10003

Dear Dr. Naiman,

A committee from the California School for the Deaf at Riverside met with a representative from Riverside City College since the November conference in Berkeley. A two-year plan of courses to prepare for work as a teaching aide or as a member of residence hall staff in schools for the deaf and culminating in an A.A. degree was presented for the consideration of the college. In all honesty, this action was initiated before that November conference, but I think having a representative from R.C.C. at the conference might have given it a bit of a boost along the way. Dr. Brill is expecting to hear from the college yet this month concerning its decision. We are hopeful that the program will be offered next fall.

Mr. Massey has made some use of the books for inservice training of afterclass staff. We'll probably be making more use of them in the future.

We've had all kinds of winter weather, but the lower smog levels is one of our biggest blessings of the season. You should visit Riverside during one of its cooler seasons.

Sincerely,

Betty P. Ohlinger

Betty P. Ohlinger, Supervisor
Staff Development and Training

OREGON COLLEGE OF EDUCATION
MONMOUTH, OREGON 97361

February 7, 1974

Dr. Doris Naiman
Deafness Research and Training Center
New York University School of Education
80 Washington Square East
New York, New York 10003

Dear Dr. Naiman:

In response to your recent letter of inquiry, I am pleased to be able to inform you that we are presently planning a summer project in coordination with Oregon State School for the Deaf. This project will primarily include the dormitory staff and any other after-class employees who are interested.

Preliminary plans include summer workshops in the areas of child growth and development, orientation to deafness, utilization of leisure time, and communication with the deaf. It is our desire that these areas of staff development will be continued after the summer workshops on into the school year as ongoing staff development activities. This training will probably include 35-40 staff members. Participants will have the option of taking the course for credit through the Division of Continuing Education.

At this time, the Oregon State School for the Deaf is the only school with which we are working.

I hope this information will be of some benefit to you, and hope your February Conference in Maryland will be a success.

Sincerely,

Marian Peck

Marian Peck
Department of Special Education

MP:ke

DEPARTMENT OF INSTITUTIONS | DIVISION OF DEAF AND BLIND
COLORADO SCHOOL FOR THE DEAF AND THE BLIND
NEVADA AND INSTITUTE STREETS • COLORADO SPRINGS, COLORADO 80903

February 15, 1974

Ms. Doris W. Naiman, Ph.D.
Director of Training
New York University School of Education
80 Washington Square East
New York, New York 10003

Dear Ms. Naiman:

At the present time we are implementing a teacher training program with one of the universities in the area of Colorado Springs. This program is in it's initial stage of development, however, we have many new ideas for it. One of the key aspects of this program would be to have a direct connection between students, teachers, and the dormitory setting. Student teachers would be on campus for the better part of two years, spending a large percentage of time working and staying in the dorms. They would be doubling as student teachers during the day and houseparents at night. We are trying to design a program that will enable us to have college courses taught here on campus. Most of the courses would be geared toward the student teacher, however, we would like to establish as part of their program In-Service training for after school staff. This would enable us to prepare people already in our program, as well as new comers to the program.

Mr. Teubner and myself have kept in contact with Mr. Godshall and have attempted to train some of his students at our school. I firmly believe that at the beginning of next year we will be able to establish close contact with Mr. Godshall.

We are very excited about developing a new program at the Colorado School for the Deaf and the Blind and hope that we will have a great deal of success. Many of the ideas that we have for the program stemmed from the Staff Development Conference at Berkeley.

I want to wish you the best of luck with your program at the Maryland School for the Deaf and would like to thank you again for allowing us to participate in your program at California.

Sincerely yours,

Denis P. Fallon

Denis P. Fallon
Principal, Deaf School

DPF/kl

Arizona State School for the Deaf and the Blind

EDWARD W. TILLINGHAST
Superintendent

P.O. Box 5545
TUCSON, ARIZONA
85703

January 30, 1974

Dr. Doris W. Naiman
Deafness Research & Training Center
New York University School of Education
80 Washington Square East
New York, New York 10003

Dear Dr. Naiman:

In reply to your letter of January 23 regarding new developments in our school, we are offering through Pima College two courses for our houseparents. These are Psychological Aspects and Orientation-Mobility (for visually handicapped).

Also, teachers in the primary departments are working on the weekends in the dormitories of younger students teaching motor skills and working on language outside of the classroom. Some of our older girls are helping with this, under the direction of the teachers.

Sincerely yours

Peggy Gillespie

Margaret P. Gillespie
Supv., Secondary Educ.

5. Formative evaluation of training activities and materials.

Participants' Evaluations of Prototype Institutes

At the final session of each institute participants were asked to respond to a questionnaire and to give their subjective opinions on the value of specific aspects of their experience at the institute. Results of this evaluation showed that the most valuable parts of the training institutes for the participants were:

---informal exchange with participants from other schools
---individual consultations with project staff
---small group discussion.

Participants also found role playing exercises and the informal evening cracker barrel sessions very valuable. They felt the large group discussion and between institute assignments were of least value.

Participants were asked about the most positive aspects of the program for them personally. All participants expressed their appreciation for the opportunity the program gave them to meet people from other schools with whom they could discuss common problems and exchange ideas. In addition they noted that they had gained a better understanding of the ultimate importance to the children of communication between school administration and staff members and among staff at all levels, and that they had become more aware of the need and function of staff development and inservice training in the schools.

Participants noted the stimulating leadership of workshop sessions and felt they had felt they had received thought-provoking redirection of ideas. They especially valued discussions of content of inservice training programs and the attention given to the needs of the children, as well as sessions dealing with specific practical problems such as supervisory incidents and problems of behavior management.

One participant commented, "If the participants can convey even partial enthusiasm for what they have shared here, the future of our institutions and the opportunities for the children we serve look bright, promising and hopeful."

6. What suggestions do you have for future conferences?

Hold more such conferences.

Involve both houseparents and superintendents in conferences.

More small groups with specific tasks.

More informal evening sessions.

More time devoted to educational materials and visuals.

Evaluation of Training Materials

The two project publications, Inservice Training for Afterclass Staff in Residential Schools and Handbook for Staff Development in Residentia Schools for Deaf Children were mailed to schools and programs for deaf children throughout the United States and, on request, to a few schools in other countries. Schools responded positively and requested additional copies. A representative sample of letters from the schools appears in the Appendix on pages A111-A131.

Evaluation sheets were enclosed with books, so that schools could report on the way they used the material and on the results. Institute participants were asked to choose portions from the book of readings and curricula and fieldtest them with groups of dormitory counselors in their own schools. (See Appendix, pages A41-A58 for a representative sample of fieldtest results from schools.)

Training materials were previewed by several groups, including participants at the two national conferences, representatives from the Northeast Regional Media Center and from New York City area day school programs. Viewers were asked to evaluate each item seen, for its usefulness in staff development programs. Representatives from residential schools and from the Northeast Regional Media Center saw the material as meaningful for both teachers and ancillary personnel. The day program representatives indicated the material would be useful with parent groups and community agencies, the book of readings and the slide shows in particular being good for use in orientation to deafness programs.

C. Description of Evaluation plan

Summative evaluation of the total prototype

To assess in May, 1972 and again in May, 1973, the children, after-class staff, cadres of trainers, and staff development programs in each of the participating schools in order to measure changes and determine the extent to which the prototype training program has succeeded in meeting its specific objectives. Program efficiency will be determined through evidence gathered relative to the observed attainment of the specific project behavioral goals. See pp. 5-6 for specific objectives of prototype year, and see page 7 for objectives of dissemination year.

Formative ongoing evaluation of training activities and materials

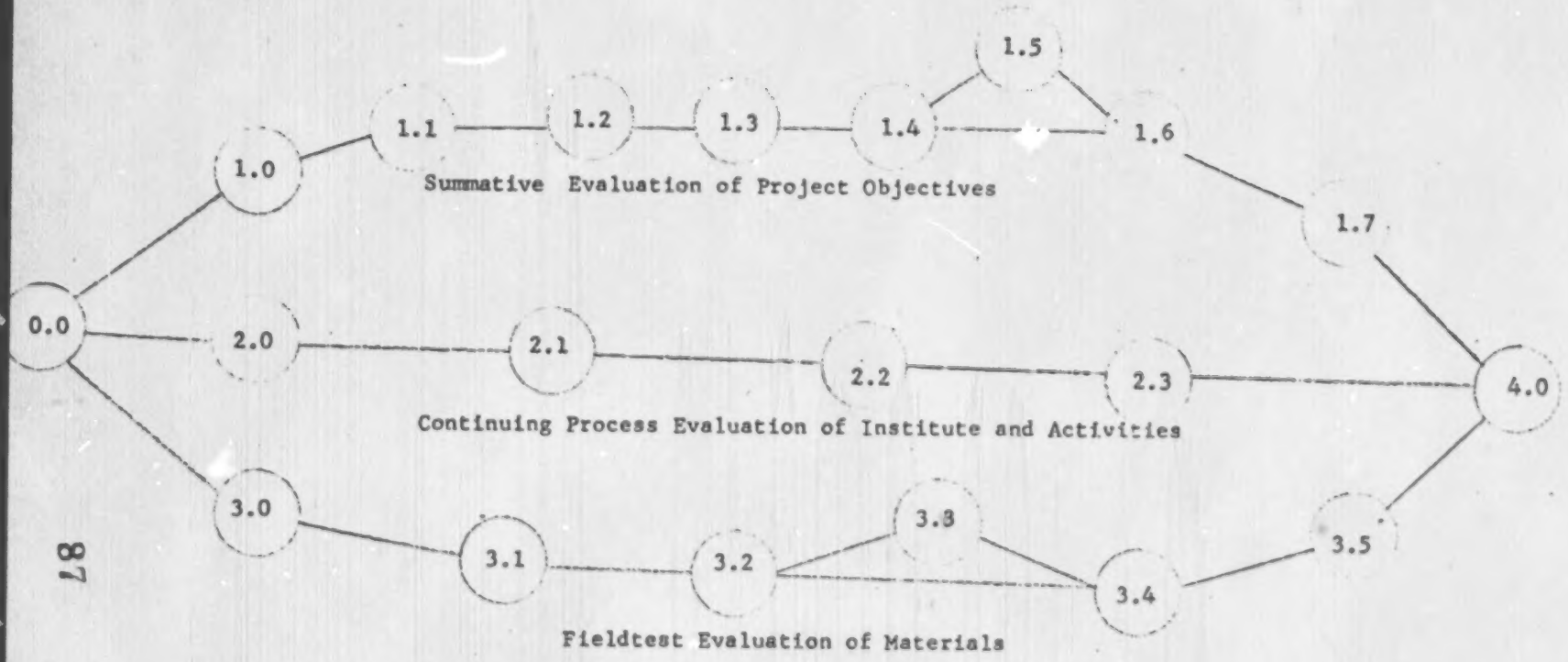
To fieldtest the prototype program with a continuous ongoing evaluation of all aspects of the process, including content, training strategies, and the materials that have been developed for use in the model program. This continuous feedback will serve both to monitor the ongoing program and make modifications where indicated, and to refine the prototype for future use.

These evaluation activities will closely parallel activities of the prototype program. Specific components of the training program, such as the on-the-spot demonstrations of child management, problem solving groups, and use of video tapes, can be evaluated by trainees in terms of their subjective reactions to the experiences and the comparative value of each.

Rating forms are being developed to evaluate what is gained from each aspect of the program and will be used before and after each phase. The forms contain both check lists and open-ended questions which allow for personal reactions, suggestions and criticisms. (See page 94 for sample rating form and page 72 for compilation of results.)

The total design for the year includes a process for flexible adjusting of plans in response to ongoing feedback and evaluation. The project staff and consultants will hold an evaluation meeting on the day following each institute. Between institutes, the staff will collect and study reports on the special assignments and activities in the participating schools. The staff will meet again one week before each institute to consider reports and evaluation and make suitable revisions in program plans. (See pages 80-91 for questionnaires used in gathering baseline and final data).

Pert Diagram for Evaluation Plan



Key to PERT Diagram for Evaluation Plan

No.	Event	Start	Stop
0.0	Specify project objectives	9-1-71	10-1-71
Summation Evaluation of Project Objectives			
1.0	Specify, for each project objective, evaluation objective in behavioral terms with performance criteria	10-1-71	12-15-71
1.1	Specify evaluation techniques and instruments	12-15-71	1-7-72
1.2	Select statistical tests	12-15-71	1-7-72
1.3	Design instruments	1-7-72	3-25-72
1.4	Submit instruments to experts in relevant areas for judgments of (a) validity of response and (b) importance of items to the specialist	1-22-72	3-25-72
1.5	Revise instruments where indicated	3-1-72	4-1-72
1.6	Collect baseline data	4-1-72	5-1-72
1.7	Collect final data	4-1-73	5-1-73
Continuing Process Evaluation of Institute and Activities			
2.0	Specify components of program to evaluate	10-1-71	12-1-71
2.1	Specify evaluation procedures and instruments	12-1-71	3-20-72
2.2	Design instruments	3-20-72	4-18-72
2.3	Collect ongoing data on institutes and activities and revise procedures as indicated	8-30-72	2-22-72
Fieldtest Evaluation of Materials			
3.0	Specify procedures and instruments for evaluating in behavioral terms the effectiveness of each material	11-6-71	1-15-72
3.1	Develop instruments	1-15-72	3-1-72

No.	Event	Start	Stop
3.2	Fieldtest sections of curricula in pilot training sessions	2-1-72	3-1-72
3.3	Revise materials where indicated	3-1-72	6-1-72
3.4	Collect ongoing data evaluating effectiveness of materials	8-30-72	2-22-72
3.5	Evaluate data and revise materials as indicated	6-1-73	8-1-73

D. Evaluation Instruments

Before-After Evaluation

School Staff Information

Please complete the following for Afterclass Staff members:

1.) Educational Background

Number of present dormitory counselors with:

_____ a Bachelor's degree

_____ 2 years of college

_____ a high school diploma

_____ no specific requirements

Number of present supervisors with:

_____ a Master's degree

_____ a Bachelor's degree

_____ 2 years of college

_____ a high school diploma

_____ no specific requirements

2.) Experience with Deaf People

Please give number of present afterclass staff members who belong in each category (include this year's experience):

_____ 1 year of experience

_____ 2 - 4 years of experience

_____ 5 or more years of experience

3.) _____ Number of present afterclass staff members not returning next year.

Before-After Evaluation

Present Inservice Training Program Infomation Form

Please check the appropriate responses for each item.

1. At present do you offer in-service training for afterclass staff?

   ____ For new staff only
   ____ For all afterclass staff members
   ____ For supervisors of afterclass staff specifically

2. How much training is provided?

   During vacation: ____ 1 week ____ 2-5 weeks ____ 6-12 weeks Other
   Throughout the year: ____ Weekly ____ Monthly ____ Irregularly _____ (Specify)

3. If there is a specific person who acts as Director of Training for the school, what are this person's job title and job description? _____

   _____

   _____

4. Who participates in the planning and implementation of the in-service training activities?

   ____ Superintendent, Assistant Superintendent
   ____ Principal, Educational Director
   ____ Afterclass staff supervisors
   ____ Afterclass non-supervisory staff
   ____ Inclass non-supervisory staff
   ____ Inclass staff supervisors
   ____ Dean of Students
   ____ Others:

5. How often do the afterclass non-supervisory staff meet as a group with their supervisors?

   ____ Weekly ____ Bi-weekly ____ Monthly ____ Irregularly or when necessary

6. How often do the afterclass non-supervisory staff meet individually with their supervisor?

   ____ Weekly ____ Bi-weekly ____ Monthly ____ Irregularly or when necessary

7. Which of these courses and activities are offered to afterclass staff in the in-service training program?

   ____ Orientation to the school and specific duties
   ____ Orientation to deaf children
   ____ Activities and recreation for deaf children
   ____ Management of specific behavior problems
   ____ Supervisory principles and skills
   ____ Communication with deaf people
   ____ Child Growth and development
   ____ Education of deaf children
   ____ Group dynamics

8. Are outside community resources used in in-service training for afterclass staff? _____

9. Are there aspects of the in-service training program for afterclass staff not covered herein about which you would like to comment?

Before-After Evaluation

Trainer Information Form
(For 3 Institute Participants)

Name _____

Summer Address _____

Job Title _____

Job Responsibilities _____

_____

_____

Check any of the following in which you have had experience:

Dormitory counselor? ____ Yes ____ How long

Dormitory supervisor? ____ Yes ____ How long

Teacher? ____ Yes ____ How long

Education
(Check level attained)

____ High School

____ College

____ Bachelor's degree

____ Master's degree

____ Other _____

Number of years of professional experience with deaf people _____

Before-After Evaluation

Trainer Evaluation Form
(For 3 Institute Participants)

We would like the following in order to evaluate, monitor, and improve the effectiveness of our training program. The purpose is not to measure abilities and knowledge against an arbitrary standard, but rather to give information on progress in increasing the competencies of the participants. Please check the response which most nearly corresponds with your perception of your knowledge and skills in each of these areas:

	Competent				Need Improvement
Supervisory principles and skills	1	2	3	4	5
Group dynamics and processes	1	2	3	4	5
Management of specific behavior problems	1	2	3	4	5
Use of local resources in staff training	1	2	3	4	5
Use of special educational techniques, aids, and training strategies	1	2	3	4	5

PLEASE DO NOT SIGN YOUR NAME. We have requested that these scales be collected in a manner designed to insure anonymity.

Before-After Evaluation

Questionnaire for Dormitory Counselors

Please check each of the following according to your own perception.

1. I am consulted often when staff decisions are being made about the children.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. My opinion in matters pertaining to the children is not considered to be as important as the opinions of teaching staff members.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. Teachers and administrators do not understand my job as a dormitory counselor.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. A dormitory counselor makes an important contribution to the growth and development of the children.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. Dormitory counselors have too many children and too little time to meet the needs of each child in a group.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

6. My chief function is to discipline the children and enforce the rules.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

7. Other staff members respect the work that dormitory counselors do.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

8. Other staff members do not understand the problems that dormitory counselors face.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

9. The training the school offers dormitory counselors does not really help much.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Before-After Evaluation

Questionnaire for Dormitory Counselors

Please respond to the following statements for each child in your group. Decide which child is to be Child 1, Child 2, etc., and then choose the number of the response (1 through 5 given below) which you feel expresses the child's skill in that area. If you have more than 10 children add another sheet.

Responses

1 Almost always
2 Usually
3 Sometimes
4 Seldom
5 Almost never

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8	Child 9	Child 10
1. Understands the meaning of the messages that others communicate to him/her.										
2. Communicates effectively in one way or another so that others know what he/she wants, needs, and feels.										
3. Is able to make a choice between two or more things or activities.										
4. Can complete an activity independently.										
5. Accepts responsibility for own actions.										
6. Participates in new activities and situations without apparent fear or hesitancy.										
7. Initiates own activities.										
8. Takes responsibilities for performing the requirements of daily activities.										
9. Participates in group activities.										
10. Contributes to group decisions.										
11. Responds to others.										
12. Initiates activities with others.										
13. Takes the feelings of others into consideration before acting.										
14. Encourage others to join group activities.										

Questionnaire for Dormitory Counselors

Responses

1 Almost always
2 Usually
3 Sometimes
4 Seldom
5 Almost never

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8	Child 9	Child 10
15. Can work with others to satisfy a common need.										
16. Shows an understanding that his/her own actions influences the way that others act toward him/her.										
17. Shows an understanding of the consequences of violating rules.										
13. Cooperates with others in shared activities.										
19. Adjusts behavior to the existing situation.										
20. Interacts well with others of own age.										
21. Interacts well with adults.										
22. Shows tolerance of differences of opinion, feeling, physical characteristics, abilities, etc.										

For each child please give the approximate number of times the child participated in these activities in the two weeks between May 1 and May 15. If not at all, place a 0 for that activity.

23. Interacted with children of other age groups.										
24. Participated in school sponsored and supervised trips.										
25. Participated in informal gatherings of the community (e.g. sports, picnics, parties, play activities).										
26. Participated in community clubs (e.g. Scouts, YW-YMCA).										
27. Went into the community independently or with friends (e.g. shopping, to a park, restaurant, store, etc.).										

PLEASE DO NOT SIGN YOUR NAME. We have requested that this information be collected in a manner designed to insure anonymity. Information will be used as an aid in planning the training program activities, rather than as an evaluation of individual performance.

Before-After Evaluation

Questionnaire for Dormitory Counselors

Please answer the following questions based upon activities which took place during the two week period between May 1 and May 15.

1. ____ Number of structured task oriented contacts you had with teachers (e.g. joint child conferences, committee meetings, school meetings, teacher-counselor child progress discussions, etc.).

2. ____ Number of informal contacts you had with teachers (e.g. participating in inclass/afterclass activities, social functions, casual encounters, etc.).

3. Check the items for which you provided opportunities for your group of children in this two week period (if you check an item please give the approximate number of times the opportunities were provided):

Were opportunities provided for:

✓	No. of Times	
___	_____	Individual children to choose their own activities.
___	_____	Individual children to decide whether or not to participate in a planned activity.
___	_____	Individual children to take responsibility for their own activities.
___	_____	Individual children to decide when to do a required task.
___	_____	Individual children to decide where to do an activity (e.g. doing homework in the library vs. the study room vs. own room or playing in the playroom vs. the hallway vs. outside.)
___	_____	Individual children to assume responsibility for resolving a problem.
___	_____	The children to decide activities as a group.
___	_____	The group to assume responsibility for its activities.
___	_____	The group to take responsibility for resolving a problem.

Before-After Evaluation
Questionnaire for Dormitory Counselors

✓	No.of Times	
___	_____	Interaction with children of othe. age groups.
___	_____	Participation in school sponsored and supervised field trips.
___	_____	Participation in informal gatherings with members of the community.
___	_____	Participation in community clubs or groups such as Scouts, YW-YMCA, etc.
___	_____	Asking people from other schools or the community to take part in the children's residential program activities.
___	_____	Children to go into the community independently or with friends for leisure activities (e.g. to a store, restaurant, movie, library, playground).

4. Please check a response for each item according to your perception of how well you communicate with deaf children.

   a. I am able to communicate information, directions, and feelings to the children so that they understand the meaning of the messages.

1	2	3	4	5
Almost always	usually	Sometimes	Seldom	Almost never

   b. I am able to understand the meaning of the messages the children communicate to me.

1	2	3	4	5
Almost always	usually	Sometimes	Seldom	Almost never

Before-After Evaluation

Questionnaire for Supervisors of Dormitory Counselors

Please respond to the following statements for each dormitory counselor whom you supervise. Choose the number of the response which most closely agrees with your perception of the counselor's demonstrated skill in that area. Please do not give your name or the names of the counselors. If you supervise more than eight counselors, use another sheet for the additional columns. Information will be used as an aid in planning the training program activities, rather than as an evaluation of individual performance.

Responses

1 Almost always
2 Usually
3 Sometimes
4 Seldom
5 Almost never

	Counselor 1	Counselor 2	Counselor 3	Counselor 4	Counselor 5	Counselor 6	Counselor 7	Counselor 8
1. Communicates information, directions, and feelings to the children so that they understand what is expected or desired of them.								
2. Understands correctly the meaning of the messages the children communicate to him/her.								
3. Has control of his/her group of children.								
4. Is accepted by the children in his/her group.								
5. Helps individual children develop interpersonal skills.								
6. Indicates knowledge of child development and behavior by applying it to specific behavior management situations.								
7. Indicates knowledge of language development and education of deaf children by applying it to daily activities with the children.								

PLEASE DO NOT SIGN YOUR NAME. We have requested that these scales be collected in a manner designed to insure anonymity. Information will be used as an aid in planning the training program activities, rather than as an evaluation of individual performance.

Before-After Evaluation

Questionnaire for Teachers

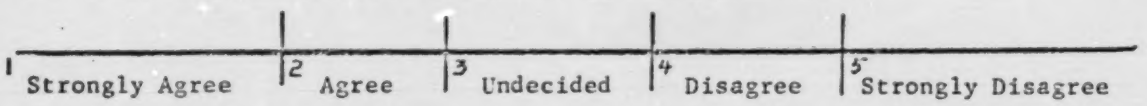
Please answer the following questions based upon activities which took place during the two week period between May 1 and May 15.

1.) _____ Number of structured task oriented contacts you had with dormitory counselor(s), (e.g. joint child conferences, committee meetings, school meetings, teacher-counselor child progress discussions, etc.).

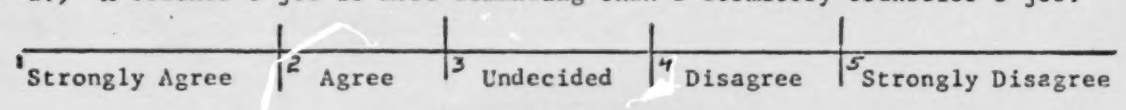
2.) _____ Number of informal contacts you had with dormitory counselors (e.g. participating in inclass/afterclass activities, social functions, casual encounters, etc.).

Please check each of the following according to your own perception.

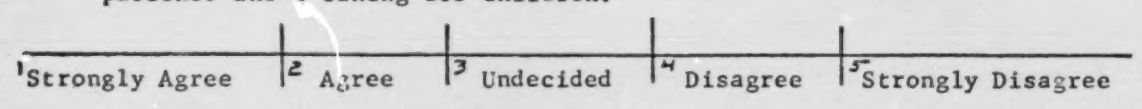
1.) In general, dormitory counselors do their jobs well.



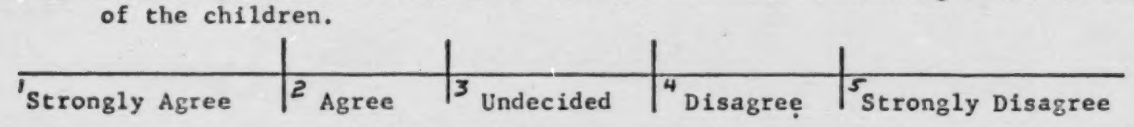
2.) A teacher's job is more demanding than a dormitory counselor's job.



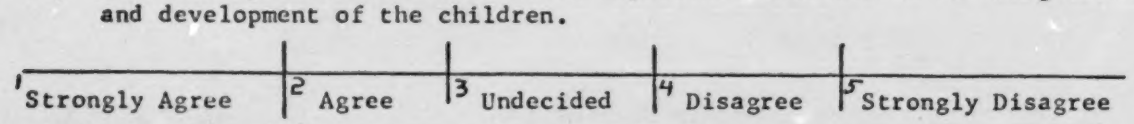
3.) The functions of a dormitory counselor require few skills other than patience and a liking for children.



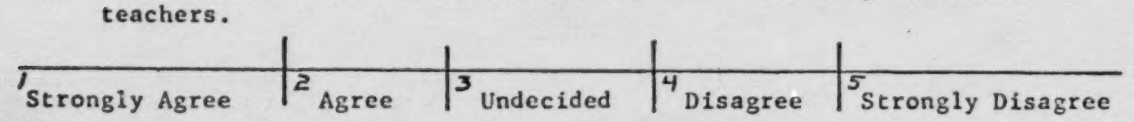
4.) Dormitory counselors should be included in decision-making about the needs of the children.



5.) A dormitory counselor can make an important contribution to the growth and development of the children.



6.) School social functions should include both dormitory counselors and teachers.



page 2

Questionnaire for Teachers

7.) Dormitory counselors seem to be more concerned with discipline and enforcing the rules than with individual child development.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

8.) Frequent meetings between the teacher and the dormitory counselor would enhance a child's growth and development.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

9.) Dormitory counselors should be consulted in matters pertaining to the children.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

1972-1974 EVALUATION OF TRAINING MATERIALS FOR STAFF DEVELOPMENT IN SCHOOLS FOR DEAF CHILDREN

Type of affiliation_____

1. How valuable do you feel the materials will be in staff development programs? Please place an X at the position closest to expressing your answers.

	very valuable	valuable	somewhat valuable	not valuable
Inservice Training for Afterclass Staff in Residential Schools (Book of readings)				
Handbook for Staff Development in Residential Schools for Deaf Children				
24-Hours-A-Day (slide-sound show)				
It's More Than Child's Play (slide-sound show on recreation)				
Problems of Behavior Management (videotape)				
Communicating Effectively With Deaf Children (videotape)				
What Makes Danny Run? (videotape)				

2. For what groups do you think the materials would be particularly useful?

Teachers____ Paraprofessionals____ Parents____

Other (explain)_____

3. Please suggest ways in which you think any of the materials might be used. (Use other side of page if needed)

PLEASE COMPLETE ONE SHEET FOR EACH SECTION OF HANDBOOK USED. 1/19/73

Evaluation of training manual, Inservice Training for Afterclass Staff in Residential Schools, Doris W. Naiman, Ph.D., ed., New York University School of Education, Deafness Research and Training Center, July 1972.

SECTION USED

NUMBER OF PARTICIPANTS _____

POSITIONS OF PARTICIPANTS

HOW DID YOU USE THE SECTION?

HOW WELL DID IT WORK?

SPECIFIC REACTIONS OF PARTICIPANTS:

ANY SUGGESTIONS ON HOW THIS SECTION COULD BE USED WITH OTHER SCHOOLS?

Participant Evaluation of Prototype Regional Conferences

Inservice Training Program for Afterclass Staff, 1972-73

Please answer each of the following items. Do not sign your name.

Please rate the value to you of each of the following:	very valuable 1	2	3	not valuable 4
1. Large group discussion				
2. Small group discussion				
3. Lecturette				
4. Role playing				
5. Videotapes				
6. Between-institute assignments				
7. Book of readings				
8. The evening cracker barrel sessions				
9. Individual consultations with project staff				
10. Informal exchange with participants from other schools				

11. What, for you, was the most positive aspect of the Training Program?

12. What suggestions could you make for future Training Programs?

Participant Evaluation of National Conference

We are interested in having your honest reactions to this conference. Please place an X at the position that is closest to expressing your answer on each question.

Please do not sign your name.

How much did your experience at the conference help you in the following areas:

1. Identifying major considerations in planning a comprehensive staff development program and steps in implementation.

A great deal	Some	A little	Almost none	Not at all

2. Identifying problems of implementation and possible solutions.

A great deal	Some	A little	Almost none	Not at all

3. Identifying ways in which training institutions can assist in afterclass staff development.

A great deal	Some	A little	Almost none	Not at all

4. Knowing methods and materials for inservice training activities.

A great deal	Some	A little	Almost none	Not at all

How valuable do you feel the Staff Development Materials will be in your program?
Please place an X at the position closest to expressing your answers.

	very Valuable				not Valuable
5. Handbook for Staff Development					
6. Inservice Training for Afterclass Staff (book of readings)					
7. 24-Hours-A-Day (slide Show)					

Report from Residential Schools Spring 1974

NEW YORK UNIVERSITY DEAFNESS RESEARCH & TRAINING CENTER

STAFF DEVELOPMENT IN RESIDENTIAL SCHOOLS

1. Please attach a brief report of activities planned or implemented for inservice training of afterclass staff and improving afterclass life of the children.

2. In what ways have area training institutions helped with your inservice training activities?
---Provided resource material for use in inservice training.
---Presented objectives and goals for staff development.
---Strengthened affiliation with community colleges.
---Gave guidelines for communication among administration, afterclass staff, teachers and students.

3. How much did the training sequence help you in planning and developing the training activities?

A great deal	Some	A little	Almost none	Not at all

4. Please indicate which of the following aspects of the training sequence have proved most helpful in planning and implementing your staff development program.

_____ large group sessions

_____ small group discussions

_____ lectures by project staff and guest speakers

_____ role playing exercises

_____ viewing and discussing training materials

_____ Handbook for Staff Development in Residential Schools

_____ Inservice Training for Afterclass Staff in Residential Schools (Book of Readings and Curricula)

_____ Problems of Behavior Management (videotape)

_____ Communicating Effectively With Deaf Children (videotape)

_____ 24 Hours A Day (slide-sound show)

_____ informal exchange with participants from other schools and training institutions

_____ other (Please explain.)

Report from Community Colleges Spring 1974

NEW YORK UNIVERSITY DEAFNESS RESEARCH & TRAINING CENTER

STAFF DEVELOPMENT IN RESIDENTIAL SCHOOLS

1. Please attach a brief report of activities planned or implemented for working with residential schools on inservice training of afterclass staff.

2. How much did the training sequence help you in your work with the schools?

A great deal ____ Some ____ A little ____ Almost none ____ Not at all

3. Please indicate which of the following aspects of the training sequence have proved most helpful in your work with the schools.

_____ large group sessions

_____ small group discussions

_____ lectures by project staff and guest speakers

_____ role playing exercises

_____ viewing and discussing training materials

_____ Handbook for Staff Development in Residential Schools

_____ Inservice Training for Afterclass Staff in Residential Schools (Book of Readings and Curricula)

_____ Problems of Behavior Management (videotape)

_____ Communicating Effectively With Deaf Children (videotape)

_____ 24 Hours A Day (slide-sound show)

_____ informal exchange with participants from other schools and community colleges

_____ other (Please explain.)

V. Selected Reprints Describing Outcomes and Conclusions

Following are selected reprints of material published in connection with the project.

Innovation in Dormitory Programs: A Comprehensive Approach, published in the American Annals of the Deaf, is a report of the experiences of the six schools that participated in the Northeast regional pilot project to develop an inservice training program for dormitory counselors. The model for the training project is described in A Model for Inservice Training of Afterclass Personnel, published in an earlier issue of the American Annals of the Deaf.

The California School for the Deaf in Berkeley published an illustrated report on the Western area national conference in its California News.

The monograph Community College Cooperation for Development of Staff to Work With Deaf Children grew out of the two national conferences. Included are reports on the experiences of seven residential schools in developing cooperative programs with community colleges. A copy of the publication accompanies this report. The preface is included in this section.

A summary of the prototype training program is contained in the Handbook for Staff Development in Residential Schools for Deaf Children. The Handbook is an outgrowth of the program, and includes notes on the experiences of six schools, and a guide to planning and implementing a comprehensive staff development program. A copy of the publication accompanies this report. Included here are Section II, Experiences of Six Schools; and Section III, A Guide to Staff Development.

Innovation in Dormitory Programs: A Comprehensive Approach

by Doris W. Naiman, Ph.D.

All deaf children need a 24-hour-a-day learning environment. New York University's Deafness Research & Training Center is focusing on the process of involving a whole school—administrators, teachers, dormitory counselors—in working together to provide a comprehensive staff development program and an integrated round-the-clock learning environment for deaf children. Six schools participated in a regional pilot program using this approach. The participants worked with the Deafness Center to develop in each school a cadre of trainers from both inclass and afterclass supervisory staff who became responsible for staff development and inservice training in their own schools. The trainers from each school found it helpful to share with each other their perceptions of central issues and their problems in planning and implementation. Notes on their experiences may be helpful to other schools and to training institutes involved in the same process.

Recently there has been an upsurge of activity throughout the country to give inservice training to the dormitory counselors who are responsible for a large portion of the hours of deaf children's lives. This report is to share the experiences of six schools that participated in a regional pilot project using an innovative, comprehensive approach. The project was sponsored by the New York University Deafness Research & Training Center.

The schools were different in size and in philosophy. Their enrollment ranged from 148 to 501 students. Some were in large urban centers and some in sparsely settled areas. Yet the schools found it helpful to share with each other their perceptions of central issues and their problems in planning and implementation. Notes on their experiences may be helpful to other schools involved in the same process and also to training institutions that are interested in assisting residential schools in their regions. The schools participating in the project were American School, Governor Baxter School, New York School, New York State School, St. Mary's School, and Rhode Island School.

The model for the training project was described in an earlier issue of the *American Annals of the Deaf* (Naiman)[1]. Briefly, in the pilot project, three participants from each school worked together with the Deafness Center to develop in each school a cadre of trainers from both inclass and afterclass supervisory staff. They attended five institutes and worked on special assignments between institutes. Project staff included experts in deafness and in inservice training of residential staff. The cadres of trainers became responsible for staff development and inservice training in their own schools.

Dr. Naiman is Director of Training at the Deafness Research and Training Center of the New York University.

Some of the institute participants at the Rhode Island School: front, l. to r., Mr. Robert Joseph, New York State School; Mr. Kendall Litchfield, New York School; Dr. Hagop Mashikian, Rockland Children's Psychiatric Hospital, institute leader; Mr. Richard Fendrich, Deafness Center staff; Dr. Doris Naiman; Mr. Michael Nelson, Deafness Center staff; middle, l. to r., Ms. Patricia Potwine, American School; Ms. Mary Burke, St. Mary's School; Dr. Victor Calloway, Model Secondary School; Ms. Carol Smith, American School; Ms. Judith Clifford, Deafness Center staff; Mr. Joseph Sacco, New York State School; rear, l. to r., Sister Michael Scahill, St. Mary's School; Mr. Gordon Baker, New York State School; Mr. Jan Repass, Governor Baxter School; Ms. Eva Cutler, Governor Baxter School; Sister Mary Patrick Murphy, St. Mary's School.

Needs of Deaf Children in a Residential School

Staff development for what? Inservice training to learn what? What are the ultimate goals for all of the planning and all of the strategies for implementing?

These were the questions the participants talked about a lot at the first institute and then back at their own schools. They recognized that when they were developing a staff development program and inservice training, they had to keep in mind always that the ultimate goal of all efforts must be the children's emotional and intellectual growth.

The starting point was to identify the needs of deaf children in a residential school. Planning for changes and action followed from there. Participants agreed that deaf children, in addition to having the same needs as all children, also had some special needs, and it must be the goal of the schools to provide an environment that met these needs. The special needs were related to development of communication, language and independence. The staff development program was a planned way to involve the entire school in providing an environment that gave the children full opportunities for informal learning, for rich and broad experience, for making decisions and having responsibilities. When the participants discussed these issues with the staff members in their schools, there was some difference in priorities, but the general focus on needs was similar in the six schools.

First Steps in the Schools

After the first institute, the participants began to work as cadres of trainers in their own schools. Each cadre of trainers started by meeting with the superintendent. They discussed the whole concept of a planned schoolwide staff development program, and they discussed ways to work toward this at their own school. They then brought in others

Project staff members were always available for individual consultation: Dr. Doris Naiman talks with Mr. Jan Repass from the Governor Baxter School.

in the school to help with the planning and implementation process.

The cadres of trainers returned to the second institute and described their progress up to that time, the obstacles they encountered, and what they were trying to do about them.

Each school is unique, and the initial experiences, as well as subsequent ones, were different in each school. But there were many similarities, and the trainers found it productive to discuss these with each other. The first step in each school was to meet with the superintendent. The participants from one school reported on their first meeting with the superintendent and principal to discuss tentative plans made as a result of the first institute. The meeting opened with the comment that it was vital to have the support of the administrators behind the proposed education program for afterclass staff. The first point discussed was the need for a director of training. These goals for the education program were suggested: 1) the philosophy of the school should be known; 2) meeting the child's needs should be the specific object, and a prime need is to promote independence in the child; 3) the afterclass program should be coordinated with the academic program. A schoolwide committee was formed to assist the director of training in the planning of the proposed program. First steps in spreading word of the program to the school were: 1) a general report at orientation day to the entire staff, both academic and afterclass; 2) a meeting with houseparent heads to discuss a more detailed account of what was proposed.

Participants from another school reported on the results of an initial discussion with their superintendent of the ideas on staff development and inservice training they had brought with them from the first institute. They reported that they were given full support by the superintendent and he suggested ideas for a questionnaire to be submitted to all staff members. They then met with individuals, and there were as many ideas for programming as there were staff members. It was apparent that three areas were of vital importance according to the individuals working within their program: 1) communication with the students; 2) an understanding of deafness; 3) an understanding of the total school program and the importance of afterschool personnel. These areas of consideration were the focus for the inservice program. Other areas of interest to the administration of the school, as the philosophy of the school and report writing, were added to the training program. Notations were made of random requests, so that all areas could be touched upon at some time during the training program.

Dr. Hagop Mashikian, Director of Rockland Children's Psychiatric Hospital, leads an institute session.

Resistance to Change

The cadres of trainers from all of the schools found that the process of change is difficult. They made progress, but they met with many kinds of resistance.

A special source of resistance frequently was the dormitory counselor who had worked in the school for many years. There were many exceptions, but a question that came up often was: What do you do about so called old-timers who do not want to follow any changes that are being introduced in a situation? These people balk at anything the school program is going to do. Their defense is, "Well, we tried it before. It didn't work."

Other sources of resistance to change were avid proponents of the athletic program. Several schools that were trying to broaden the experiences of their students grappled with the problem as expressed by one participant, "The athletic program usually has had the say and priority for use of facilities and overshadows other programs."

Another impediment to change was the difficulty schools had in arranging for salary increases and a career ladder to serve as an incentive for dormitory counselors to upgrade their skills. One dean of students explained that the original intent of offering a communication course was to meet CED certification requirements. But, presently, since meeting such criteria would only lead to a piece of paper on the wall and no extra money in the pocket, this did not sound too interesting to most staff members. To date, he had been unable to locate a college that was interested in accrediting the course. The school's plan, in accordance with CED, called for two other courses next year in the area of child development and recreational activities. In the area of financial upgrading of staff, work was being done on a career ladder that would recognize education and experience in terms of responsibility and pay.

The schools reported that it took time to open up communication among their staff members. One trainer described a newly established weekly meeting of houseparents: "We were uneasy and cautious at first and hesitated to speak out. But as the meetings went along, we felt more at ease and expressed our opinions." Another trainer described a meeting of the dean of students, supervising house father, and houseparents. The group had just read the section, "Orientation of New Houseparents" in *Inservice Training for Afterclass Staff in Residential Schools*[2]. Using this reading as a starting point, they discussed the relationships between supervisors and houseparents. The trainer reported: "Because of the uniqueness of the situation to the participants, they were slow to respond at first. Once they became more aware of the purpose of the discussion they took more part. But it did take time. To a certain degree the discussion did bring things out in the open, and by doing so, relieved some of the anxieties that hiding feelings can cause."

From their experiences with the process of effecting change, the trainers found that they needed to be patient and learned to avoid letting the initial upheaval be a barrier to their continuing effort. They also learned that it was good to begin with an activity in which they were likely to meet success. Several schools that initiated a communication skills course found that it immediately was enjoyed by all and, as one trainer said, "was instrumental in improving very quickly relationships and interaction between staff and students."

Involving Individual Counselors in Providing Broadened Experiences and Opportunities for Independence

The cadres of trainers worked toward comprehensive schoolwide planning to help the staff provide a broad range of experiences for the children and many opportunities to make decisions and take on responsibilities. But they also found that the more individual dormitory counselors were involved in the planning process, the richer would be the program and the greater would be the success in implementation.

The trainers tried a technique that they found to be effective. Each of the schools held a brainstorming session with a group of its dormitory counselors. The objective was to come up with ways that they could (1) provide a broader range of experiences for children in their own group and (2) allow the children in their own group more opportunities for making choices. The counselors were told that they would meet back together again in one month to report on which ideas they had tried, which ones worked, which ones did not work, and to tell what had happened.

The schools found the results gratifying. The senior department staff from one school held a brainstorming session to try to think of ways to help seniors develop leadership responsibilities. The staff members then tried some of their ideas with the students. As a result the girls accepted responsibility to organize, plan and carry out a weekly get-together of all the resident girls in the senior girls department. A popcorn party was the first social planned by the girls. Games and refreshments were provided by the senior class, who also appointed clean-up committees. They also arranged a Mardi Gras and a St. Patrick's Day party. The senior boys staff agreed to allow more leniency in actual time for retiring for boys eighteen years old and up. The boys were required to go to the dormitory at 11:30 p.m. but could hold bull sessions in the adjoining washroom area as long as they wished if they: 1) did not bother any boy who had retired; 2) kept the noise down; 3) got up the next morning in time for classes; 4) received no adverse comments from teachers concerning functioning in class; and if the night supervisor was in the general vicinity. The counselors reported that, on the whole, the boys responded well to the plan.

The report from another school showed the dormitory counselors' ingenuity in finding possibilities for flexibility and individual choices in the daily routines of primary department children. One of the houseparents decided to have more "doing" activities, such as cooking, baking, making popcorn, etc. These activities afforded the children an opportunity to make something . . . mixing, taking turns, sharing, having fun, as well as reviewing vocabulary in a different environment with different people. Parties followed, with the children preparing and setting up and cleaning up. The dormitory counselors felt that many problems of the older children stem back to the lack of responsibility initiated at the early levels. They investigated possibilities and decided to try these ideas: 1) have some choices in what they wear; 2) let the older children in the group help the younger children where possible; 3) vary unstructured activities and encourage a choice on the part of the child; 4) tune in to any activity that the child can do himself and allow time to do it—for example, dressing himself; 5) let the children set up and dispense snacks at snack time. Another school's primary department reported many changes resulting from brainstorming sessions. Reading centers were established in the primary area of both the girls' and boys' dormitories. Houseparents and primary children alike spent time decorating these centers with wall hangings, school work and art designs. Each center had high interest, low vocabulary reading materials available that covered a wide variety of subject matter. The centers were equipped with small tables and chairs but also had open areas where children could sit on the floors or cushions. The centers were located near the bedding area and consequently afforded usage in the morning before school or just prior to bed time, besides the regular out-of-class activity hours. The houseparents indicated that the centers had been favorably received by the kids and had real potential for story telling, leisure reading, and social interaction. Also, materials were ordered for an arts and crafts room. Various activities such as basketball, tumbling, trampoline, etc., were run in different parts of the gym and each child chose what he wished to do. Houseparents were generally pleased with the overall progression of these programs. The dormitory counselors were the major ingredient in their development. Many have commented that these programs have enhanced their relationship with the children.

Increasing and Improving Relationship Between Inclass and Afterclass Staff

All of the schools had problems in this area and felt that progress would take time and that a great deal of planned effort in several directions at once was necessary. There is a large difference between teachers and dormitory counselors as to required qualifications and also salary received. Along with this there is a large difference between the status of the two groups. Frequently teachers do not have high regard for dormitory counselors. And sometimes dormitory counselors themselves have a low feeling about their own self-worth and are insecure and diffident with teachers.

The cadres of trainers planned intervention in a number of different ways. One, they started on a long-range plan to upgrade the qualifications of the afterclass staff. Two, they tried to find ways to make possible a career

ladder that would result in increases in salary and in status. Working this out was difficult and thus far only a start has been made. Three, they arranged ways to increase contact and working cooperation between inclass and afterclass staff.

Progress was made, especially on the supervisory level. Some schools were able to arrange for overlap in scheduling, but other schools found it difficult to arrange schedules that would allow for frequent regular contact, both formal and informal. The trainers found that increased contact did make communication easier.

In every case, the representatives of inclass and afterclass departments from the same school who participated in the regional training project indicated that there was a big difference in their communication with each other. They considered this a result of their working together at the institutes and in their schools.

Planning for Multiply Handicapped Children

Trainers found that working with the multiply handicapped children in their schools presented many problems, and they felt that comprehensive planning was needed to provide adequately for these children. School policy was sometimes not clear in regard to the admission of multiply handicapped children. There was a conflict between the desire to accept and educate children with all kinds of other developmental difficulties and the desire not to admit children with any secondary problems that would interfere with learning or cause behavior management problems. In view of the fact that at the present time there are few facilities for multiply handicapped deaf children, the trainers felt it would be good if their schools could accept the children whenever possible and do the following: (1) have careful and thorough admission procedures so that both afterclass and inclass staff will have needed information; (2) provide inservice training to give the staff special help in dealing with these children.

One school was especially aware of the needs of these children and was trying to find ways of meeting them within the existing framework. A trainer reported that the senior girls department staff saw a need to provide recreational skills to girls with additional handicaps—individual instruction required for them to play cards, for instance. Primary personnel volunteered to do this while waiting for babies to fall asleep.

Including Deaf Adults in Inservice Training

Schools found that including deaf adults in the planning and implementation of their staff development programs was an effective way to increase the staff's general understanding of deaf people. One member of the staff of the regional training program was deaf and two of the participants selected by their superintendents to represent their school were deaf. One of them was an academic teacher and the other a supervisor of dormitory counselors. Other participants expressed many times the powerful contribution of the deaf participants to increasing their insight.

Schools found a number of ways that deaf adults could help in their staff development programs. One school included two deaf staff members of their own school in its general orientation program. These staff members gave their impressions of life in a residential school and made insightful suggestions.

Articles written by deaf adults were found to be especially useful. Trainers reported that examples taken from true life situations often clarified points in discussions with teachers, parents, houseparents.

Schools Helping Each Other

The trainers in the regional project felt that they were helped a great deal in developing a program in their own school by the process of sharing their experiences with other schools. The ability to discuss freely issues and problems grew as the trainers got to know each other. At the first institute they were somewhat cautious with each other. At the second institute they were aware of a big difference in the way in which they could express views openly and hence work together in a meaningful way.

The schools took turns acting as hosts for the five institutes. The trainers found this plan a good one and expressed appreciation of the value of having an opportunity to spend time at other schools and to see other programs in action.

Because they felt that they had gained so much from this experience, the trainers ar-

Participants share experiences during an institute session: L to r., Mr. Jan Repass, Governor Baxter School; Dr. Victor Galloway, Model Secondary School; Ms. Patricia Potwine, American School; Ms. Mary Burke, St. Mary's School.

ranged to have a dormitory counselor exchange program among the schools. One dean described the exchange program: "The dormitory counselors felt fairly confident in exchanging ideas and appeared very excited on the exchange of personnel between schools for three-day periods. The schools arranged the opportunity for us to sit down and exchange ideas with the entire afterclass department and we feel there was a good deal of information exchanged at this time." In the first exchange program some of the visiting dormitory counselors took over the responsibilities of the exchange counselors from that school. But the staff felt this did not work well for two reasons. One was that it was difficult to take over a strange group of children. The other was that this arrangement did not allow for enough time for the counselor to visit around the school and talk with many different people.

Another dean of students described the exchange program as offering their dormitory counselors a chance to get new ideas, broaden their perspectives in the area of child development and enrich their own self-images in terms of their importance to our program. They found that the exchange had best results when the participants filled an observer role.

The participants also began to serve as visiting discussion leaders and resource people at each other's schools. One school sponsored a workshop for their dormitory counselors and nursing staff, and staff members from three other schools came to lead lecture-discussions. Both the hosting school and visitors reported that they felt shy at first, but in a short time all realized that they had a great deal in common and felt enriched by the sharing of experience.

Evaluation

In order to evaluate the extent to which the training program was making a difference in the schools, a broad assessment was made in May 1972 and again in May 1973. Data was collected from administrators, teachers, and dormitory counselors to measure changes in children and staff. Evaluation was made of the

training program's success in meeting each of its specific objectives for changes in children, dormitory counselors, and cadres of trainers.

The overall results of the before and after evaluation support the conclusion that changes were happening in the desired direction. The changes were not spectacular, but they indicated that progress had been made and that good things were happening to children and staff.

The ultimate measure of the success of a program is positive change in children. The evaluation data indicates changes in the children in the four specific areas that were emphasized in the program. Four schools indicate that the children participated in a greater number and variety of afterclass experiences. Two schools indicate an increase in children's number and range of decisions and occasions for taking responsibility for independent activities. Two schools indicate an increase in children's interpersonal and social skills. Three schools indicate an increase in children's use of communication and language.

It seems likely that changes in the children are related to changes in the staff. By the end of the second institute the trainers in each school had developed an inservice training and staff development program that met the criteria established by the project staff and participants. Each cadre went on to implement at least some aspects of its inservice training and staff development plan in its own school. The content of each school's inservice training activities was assessed by a questionnaire administered to afterclass staff. Four of the six schools reported an increase in the types of training activities offered to afterclass staff, and four schools showed an increase in the number of times training activities were provided. Five schools noted that the number of people involved in planning and implementation of inservice training activities increased to include a broader representation of the entire school staff.

Questionnaires administered to dormitory counselors and teachers showed that contact and cooperation between inclass and afterclass staff increased during the intervening year. The number of structured task-oriented contacts increased in four schools, and the number of informal contacts increased in five schools. Improvement in attitudes toward other staff has developed more slowly with observable gains in only three schools.

Job turnover of dormitory counselors in each school at the end of the 1973 school year was less than in the previous year. But afterclass staff members did not demonstrate an observable increase in satisfaction with job or feeling of worth as having an important role in the total school program. In four schools the majority of afterclass staff they had increased their ability to communicate messages to their children, although the staff in only two schools felt they had improved their understanding of the children's messages. Supervisors reported no observable change in afterclass staff in the areas of knowledge of child development and language development or skills in applying their knowledge to daily activities with the children. A questionnaire administered to dormitory counselors showed that counselors in all of the schools provided their children with increased opportunities for independent activities and decisions.

After the third institute the superintendents were asked to express their impressions of the effect of the training programs in their schools. All six superintendents indicated that the planned comprehensive approach to staff development had already made a difference in their schools. They commented on the expanded inservice training activities and the increased awareness, on the part of the school personnel at all levels, of the dormitory counselors' need for professional training and the ultimate value of such a program to the school and the child. The following observation from one superintendent identifies changes which the superintendents felt were happening in their schools:

> I would make the following comments regarding progress which is already obvious to us:
>
> 1. The project has explored areas that are often overlooked—sexual behavior, supervisor-supervisee relationships, and analysis of case reports.
> 2. The project has created a positive image to the houseparents in terms of a concern for their own professional growth and development in the area of child care.
> 3. The project has developed a greater sensitivity on the part of administrators

toward the needs of the residence staff and residential living in general.

4. The project has opened lines of communication between various schools for the deaf, which has enabled a much broader perspective on residential problems.

5. The project has helped create an awareness on the part of the instructional staff (teachers) to problems encountered in residential living, and has encouraged an exchange of information with houseparents, which has brought about a better and more total understanding of individual children.

Dissemination

The Deafness Center is sponsoring two conferences in other areas of the United States to broaden the sharing of experiences in a schoolwide approach to comprehensive staff development and inservice training. One conference was held at the California School for the Deaf, Berkeley, and was attended by the deans of students and the deans of instruction of seven residential schools in the western area of the country. Representatives of training institutions that are interested in assisting the school in their areas in staff development programs also attended. A similar conference will be held at the Maryland School for the Deaf and will be attended by schools and training institutions in the Middle Atlantic states.

Also the Deafness Center has developed materials to assist residential schools in planning staff development programs. Available materials include a book of readings, *Inservice Training for Afterclass Staff in Residential Schools*, and an accompanying guidebook, *Handbook for Staff Development in Residential Schools for Deaf Children*, as well as a number of videotapes and filmstrips on various aspects of staff development. Further information on the materials may be obtained from the Deafness Center.

Acknowledgements

This Deafness Center project was supported during the first two years by Social and Rehabilitation Service, U.S. Department of Health, Education and Welfare. It is now being supported by the Bureau of Education of the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare.

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2. Naiman, Doris W. (Ed.): *Inservice Training for Afterclass Staff in Residential Schools*, New York University School of Education, Deafness Research & Training Center, August 1972.

A Model for Inservice Training of Afterclass Personnel

by Doris W. Naiman, Ph.D.

This project was supported during the first two years by Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare. It is now being supported by Office of Education, U.S. Department of Health, Education, and Welfare.

The New York University Deafness Research & Training Center and seven residential schools for deaf children are trying a new approach to meeting the widely recognized need of providing a rich afterclass hours learn-environment that will foster social and educational growth in the children. Since 1960, the Conference of Executives of American Schools for the Deaf has given special recognition to the importance of the dormitory counselor to the total educational effort. It has concentrated on raising their level and status, has initiated a certification program, and has supported many efforts to improve their qualifications. The regional training program for professional supervisory staff provides another way to work toward this end.

The training program attempts to meet the need in a way that will help each participating school make the afterclass staff an integral part of a comprehensive school program. The goal is not only to increase the competencies of the afterclass staff, but to raise their status in the school and to increase the cooperation between inclass and afterclass staff.

The training program, rather than directly instructing dormitory counselors and recreation workers, is designed for supervisory staff from both the inclass and afterclass departments. Each school will be helped to develop a cadre of trainers who will then be responsible for implementing a staff development and inservice training program that fits the situation in its own school. Each cadre will work in its own school to increase the working cooperation between afterclass and inclass staff and to provide afterclass staff with needed knowledge, skills, and attitudes. See Diagram of Structure of Training Program.

Dr. Naiman is Director of Training, Deafness Research & Training Center, New York University.

The cadre of three trainers from each school includes the dean of students, a supervisory teacher, and a supervisory dormitory counselor. The three staff members from each school will participate together in all of the training activities. They will have an opportunity to find realistic ways of working together at the training institutes and then to continue this cooperative effort in their own school.

There will be five training institutes. The first will be for three days and will be before the opening of school in September. Governor Baxter School will act as host for the first institute and the participants will have an opportunity to get to know each other and explore problems in an informal setting that is conducive to open exchange. The next four institutes will be two days each and will be held at New York School at White Plains, New York State School at Rome, American School, and Mystic Oral School. Rhode Island School and St. Mary's School are also participating in the program. Experts from both the general field of residential living and child care work and the field of education and development of deaf children will serve as staff members.

Since it is not feasible for key personnel to be away from the school for long periods of time, the project director and coordinator will direct major aspects of the training activities between seminars. They will give special assignments of projects to be tried in the school settings, will provide a variety of materials, and will be available for ongoing help in special conferences and site visits.

At the first institute, the first major topic will be, "A Comprehensive Program for a Residential School for Deaf Children." Participants will first describe the current model in each school, including administrative structure, i.e., relation of residential staff to administration, instructional staff and other services, job description of various levels of residential staff, and intra-department structure of residential staff. Then, they will develop a model of a

STRUCTURE OF TRAINING PROGRAM FOR PROFESSIONAL AFTER-CLASS STAFF IN RESIDENTIAL SCHOOLS FOR DEAF CHILDREN

comprehensive program by identifying the needs of deaf children in a residential setting and the roles of residential staff in meeting these needs. Finally each cadre will adopt the model to its local setting.

The second major topic will be "Developing A Full Program of Inservice Training and Staff Development." Participants will identify factors to be considered in planning, i.e., policies of administration, program needs, planning needs. They will identify the stages of the planning process, develop a model for a Training Director, including attributes and responsibilities, and develop a model for an inservice training program. Each cadre will then adapt the model to its own school. The cadre will consider the inservice training activities now provided by its school and determine what other activities are desirable and feasible.

Each cadre will begin its own plan for steps in implementation and submit this to the project staff one week before the second institute. The project staff, including a specialist in inservice training of child care workers, will meet at that time to consider problems and needs of each school and to provide assistance at the school if desired or at the next institute.

The training institutes will provide participative type experiences to help the trainers develop the skills they need to implement the inservice training programs in their schools. "Supervision" will be a major topic and will be considered as an educational method as distinguished from an administrative disciplinary tool. Participants will explore how supervision is operationally related to other training goals, and will have an opportunity to try out different types of supervisory techniques and to sharpen supervisory skills as related to practical day-to-day problems.

"Specific Behavior Problems and Their Management" will identify pragmatically and practically, by means of role play and lecturette, frequent specific behavior problems (aggression, withdrawal, sexual acting out, temper outbursts, bed wetting). The objective is to increase understanding of these problems as to their causation, management, and importance in the child's education and development.

"Group Dynamics and Group Processes" will be domonstrated with combined didactic, film, recording, and role playing methods. Participants will develop concepts of group interactional processes and then apply these concepts in projects based on their particular responsibilities in their schools.

A variety of educational methodologies will be demonstrated and used at the institutes. The participants will have an opportunity to explore their relative merits and to identify specific ways in which they could be used in inservice training in their own schools.

Materials are now being developed for use at the training institutes and by the cadre of trainers in their own schools. Participating schools are making videotapes to be used in the training activities. Specialists have been commissioned to write sections of a Staff Training Handbook and Three Complete Curricula for Inservice Training of Afterclass Staff. These are:

- Child Development and Management of Specific Behavior Problems
- Educating and Language Development of Deaf Children
- Recreation and Providing a Broad Experimental Base

At the conclusion of the project, the Deafness Center will produce a complete package incorporating the fieldtested and revised prototype training program, including content, educational technologies, and special materials developed for its use. This will be distributed to all residential schools for deaf children.

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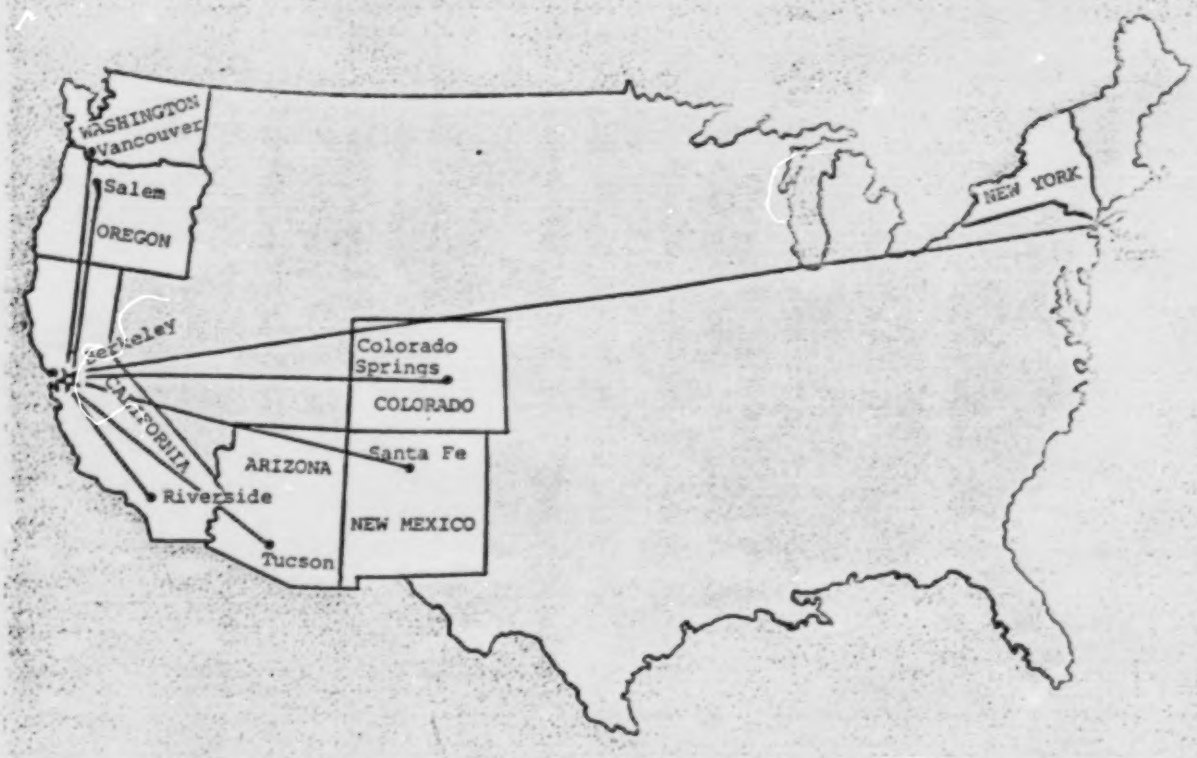
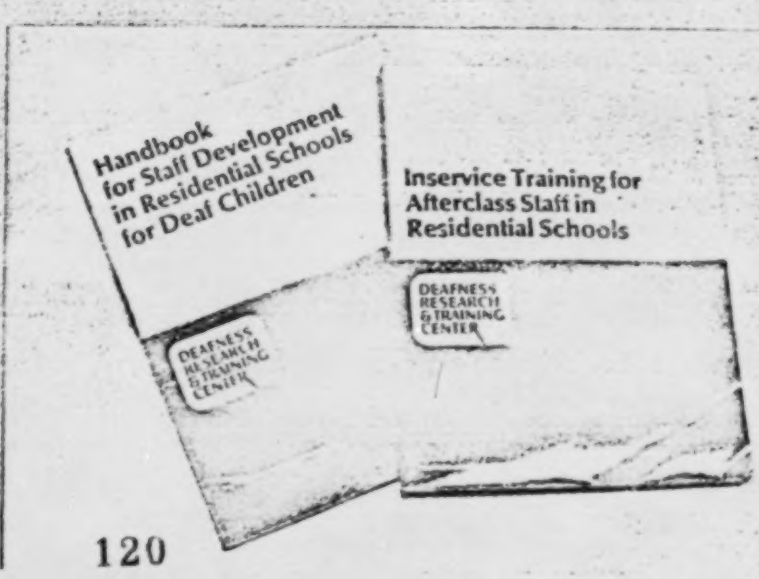
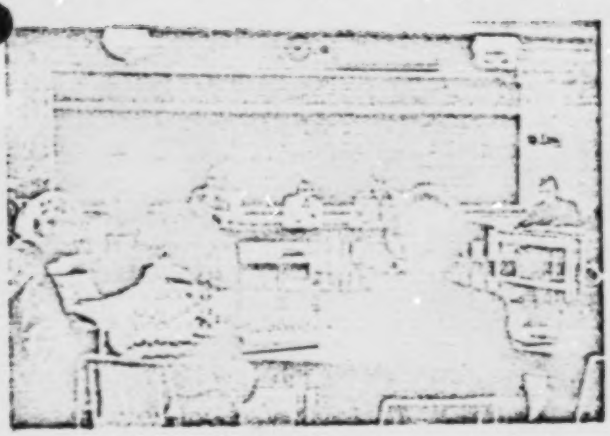
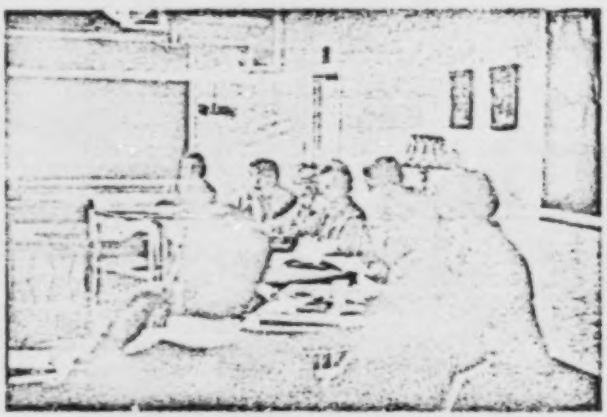



Handbook for Staff Development in Residential Schools for Deaf Children
Inservice Training for Afterclass Staff in Residential Schools
DEAFNESS RESEARCH & TRAINING CENTER
DEAFNESS RESEARCH & TRAINING CENTER

Staff Development in Residential Schools

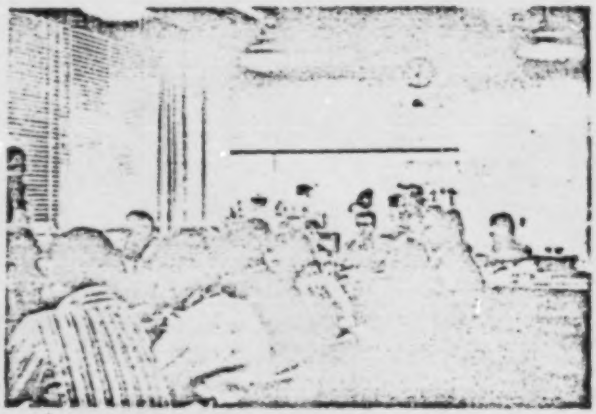


Dr. Doris W. Naiman (center) conducting the workshop for six western state schools. Head table, L to R: Judith Clifford, coordinator; Don Renzulli, interpreter; Dr. Naiman; Dr. Hagop Mashikian, workshop leader; Don Westmoreland, group leader. In the foreground L to R: Dr. Roger Monroe, California Training Office; Betty Ohlinger, Riverside; Don Massey, Riverside; Marion Peck, Oregon College of Education.



Participants, front to rear: Don Westmoreland; Ray Ayala, Washington; Mary Russel, Arizona; Margaret Gillespie, Arizona; Keith Godshall, Colorado; William May, Riverside City College; Ralph Neesam, Berkeley; Jacob Arcanin, Berkeley.

Dr. Roger Monroe, California Department of Education.



Students serve luncheon to workshop participants.

Western States Involved in National After Class Training Program at CSD

THE NEW YORK University Deafness Research and Training Center held a Training Institute at the California School for the Deaf, Berkeley, for Afterclass Supervisory Staff in Residential Schools. Representatives from six Western Area residential schools and from several training institutions and community college were invited.

Dr. Doris W. Naiman, Director of Training at N.Y.U. Deafness Research & Training, arranged the institute as part of a project sponsored by the Office of Education, U.S. Department of Health, Education and Welfare. Training sessions were conducted by Hagop S. Mashikian, M.D. and Director of Rockland Children's Psychiatric Hospital.

The training program, rather than directly instructing dormitory counselors and recreation workers, was designed for supervisory staff from both the inclass and afterclass departments. Both the Dean of Instruction and Dean of Students of Afterclass Life were invited to attend the meeting. Two texts, developed at the New York University Deafness Research & Training Center were used. They are *Inservice Training for Afterclass Staff* and *Handbook for Staff Development in Residential Schools*. The program was designed to meet the need in a way that will help each participating school make the afterclass staff an integral part of a comprehensive school program.

Representatives from Six Western Residential Schools

Arizona State School for the Deaf and Blind
- Margaret Gillespie, Director of Secondary Education
- Mary Scott Russel, Student Director

California School for the Deaf, Berkeley
- Jacob Arcanin, Assistant Superintendent
- Ralph Neesam, Supervisor of Staff Development
- Paul Small, Dean of Students
- Oveta Smith, Assistant Dean

California School for the Deaf, Riverside
- Don Massey, Supervising Instructional Counselor
- Betty Ohlinger, Director of Staff Development

Colorado School for the Deaf and Blind
- Dennis Fallon, Principal
- Ronald Teubner, Dean of Students

New Mexico School for the Deaf
- Thomas J. Dillon
- H. James Schroeder

Oregon State School for the Deaf
- B. J. Peck, Acting Director
- Olaf Tollefson, Dean of Students

Washington State School for the Deaf
- Ray Ayala
- William Harper

Representatives from Training Institutions and Community Colleges

Clark College, Vancouver, Washington
- Ross Brewer, Director of Evening Instruction

El Paso Community College, Colorado Springs, Colorado
- Keith Godshall, Child Development Department

Riverside City College, Riverside, California
- William E. May, Coordinator, Program for the Deaf

Oregon College of Education, Monmouth, Oregon
- Marian Peck, Dept. of Special Education

California State University at San Francisco
- Arthurlene Towner, Teacher Education

Speakers Included

Holly Elliot and Dr. Kay Meadows, Langley Porter Neuropsychatric Institute, San Francisco

Dr. Roger Monroe, Director of Staff Development, State of California Special Schools

Dr. Hugo Schunhoff, Superintendent, California School for the Deaf, Berkeley

Don Westmoreland, Dean of Students, North Carolina School for the Deaf

Interpreters

Don Renzulli

Mildred Stansfield

Earl Walpole

Topics under Consideration

"Major Considerations in Planning a School-Wide Staff Development Program, and Steps in Implementing It!"

"Problems Encountered in Developing and Implementing a Program"

"Components of a Comprehensive Staff Development: The Key Role of the Supervisor"

"Ways Training Institutions Can Assist in Afterclass Staff Development"

"Methods and Materials For Inservice Training Activities"

From Community College Cooperation for Development of Staff to Work With Deaf Children, Doris Naiman (Ed.) Deafness Research & Training Center, New York University School of Education, 1974.

Preface

Despite the general recognition of the importance of dormitory counselors in the social and academic growth of deaf children, widespread improvement in the competencies of these staff members has been difficult to attain. A major part of the problem has been that changes need to occur along several dimensions at once. Dormitory counselors need to increase their knowledge and skills. And at the same time they need to be recognized for their increased competence, both by increased financial remuneration and by increased status.

Several schools have found that an effective way to work toward this goal is to enlist the cooperation of community colleges in their training process. In this way a career ladder kind of development is made possible. Dormitory counselors take courses taught by residential school staff members who are skilled in deafness related areas and by community college instructors who are specialists in such areas as child development and recreation.

At the same time the dormitory counselors accumulate credits toward an Associate Degree. Along with working toward a degree dormitory counselors usually have an increased feeling of self worth and have more status in the school. And finally, as dormitory counselors present recognized college credits, it becomes less difficult to obtain greater financial reimbursement for them.

Most community colleges are flexible in arranging programs to meet local needs. They have cooperated with schools to provide training on different levels, for (1) preparation of new personnel who wish to work as dormitory counselors in the school, (2) inservice training of current dormitory counselors, (3) inservice training of supervisory staff who will serve as trainers in their own school programs. Some community colleges also arrange for dormitory counselors to receive credit for supervised work on the job. The programs are being used to provide inservice training for teacher aides and other child care workers, as well as dormitory counselors.

This monograph grew out of two conferences at which representatives from residential schools for deaf children met with representatives from community colleges to explore ways in which they could work together to provide inservice training for afterclass staff in the residential schools. The conferences were sponsored by the New York University

Deafness Research & Training Center as part of a project to help residential schools develop comprehensive programs for staff development and inservice training of afterclass staff. The project was supported by the Office of Education, Bureau of Education of the Handicapped.

Included are reports on the experiences of seven residential schools in developing such cooperative programs. One school has had a number of years of successful experience working with a nearby community college. The other schools have just begun cooperative activities.

Also included are descriptions of joint programs of community colleges with other types of residential schools. At this time community colleges offer the most promising educational facility for meeting the training needs of residential programs. Hence training programs for child care workers within the community colleges are growing throughout the country.

In planning and implementing comprehensive programs for afterclass staff development, schools need to use all of their own resources and those of the community. This monograph, it is hoped, will encourage schools to seek and utilize the assistance of local community colleges and other local training institutions in meeting their own special training needs.

From Handbook for Staff Development in Residential Schools for Deaf Children, Doris W. Naiman and H.S. Mashikian. Deafness Research & Training Center, New York University School of Education, 1973.

EXPERIENCES OF SIX SCHOOLS

Six residential schools for deaf children participated in the regional pilot project sponsored by the New York University Deafness Research & Training Center. The schools were different in size and in philosophy. Some were in large urban centers and some in sparsely settled areas. Yet the schools found it helpful to share with each other their perceptions of central issues and their problems in planning and implementation. Notes on their experiences are presented here to help other schools with the same process and also to help training institutions that are interested in assisting residential schools in their regions.

Needs of Deaf Children in a Residential School.

Staff Development for what?
Inservice Training to learn what?
What are the ultimate goals for all of the planning, and all of the strategies for implementing?

These were the questions the participants talked about a lot at the first Institute and then back at their own schools. They recognized that when they were developing a staff development program and inservice training, they had to keep in mind always that the ultimate goal of all efforts must be the children's emotional and intellectual growth.

The starting point was to identify the needs of deaf children in a residential school. Planning for changes and action followed from there. Participants agreed that the children, in addition to having the same needs as all children, also had some special needs, and it must be the goal of the schools to provide an environment that met these needs. The special needs were related to development of communication, language and independence. The staff development program was a planned way to involve the entire school in providing an environment that gave the children full opportunities for informal learning, for rich and broad experience, for making decisions and having responsibilities. When the participants discussed these issues with the staff members in their schools, there was some difference in priorities, but the general focus on needs was similar in the six schools.

First Steps in the Schools.

After the first Institute, the participants began to work as cadres of trainers in their own schools. Each cadre of trainers started by meeting with the Superintendent. They discussed the whole concept of a planned school-wide staff development program. And they discussed ways to work toward this at their own school. They then brought in others in the school to help with the planning and implementation process.

The cadres of trainers returned to the second Institute and described their progress up to that time, the obstacles they encountered, and what they were trying to do about them.

Each school is unique, and the initial experiences, as well as subsequent ones, were different in each school. But there were many similarities, and the trainers found it productive to discuss these with each other. The following are descriptions of the first steps in two different schools.

First Report from One School

The Institute participants met with the Superintendent and Principal to discuss what had taken place at the first Institute. The meeting was opened with the comment that it was vital to have the support of the administrators behind the proposed education program for afterclass staff.

The first point discussed was that of the need for a Director of Training. This person's job description was detailed. This person would direct the Education Program for Afterclass Staff. Some of the possibilities and needs in the Education Program were suggested.

1. Philosophy of the school should be known
2. The child should be the specific object and a prime need is to promote independence and decision ---the proof would be in the adult we turn out
3. Coordination of the academic program with the afterclass program

A committee should be formed to assist the Director in the planning of the proposed program. Possible participants were listed apropos to our specific program.

Key people - 3 Institute Members acting as Director temporarily
Social worker
Psychologist
Academic Supervisors (Primary, Intermediate, and Senior)
Houseparent Heads (Intermediate girls, Intermediate boys, Senior girls, Senior boys)

First Report from One School, continued

Recreation Supervisor
Administration - Principal
1 Teacher
1 Student

What Would Be The First Step To Spread The Word Of What We Are Proposing To Do?

1. General report of Institute to be given to entire staff ---academic and afterclass at Orientation Program September 6th 1:30-2:00 p.m.

2. Houseparent heads will meet with cadre to receive a more detailed account of what is proposed and an opportunity given for questions and discussion September 7 10:00-11:00 a.m.

Possibilities within the cadre's schedules were discussed to determine the feasibility of keeping open communication with houseparent staff.

Possible Content Of Program

1. Problems of deafness
2. Language development ---better communication with academic staff to continue the child's education
3. Child development ---needs of the child ---ordinary growth patterns
4. Reporting and observations ---what? how? why? Positive rather than negative reporting Examples and anecdotes from the Institute were shared.

After two hours the meeting came to a close with two definite moves planned for Orientation Day.

First Report from Another School

We met with the Superintendent and discussed the first Institute and our outline of what we wanted to begin to do in staff development and inservice training. We were given full support by the Superintendent. He asked two of us to head the program. He suggested ideas for a questionnaire to be submitted to all staff members and suggested that we meet again in two weeks. After discussing ideas with the Superintendent we met with individuals and discussed the need for inservice programming at our school. It was evident that there were as many ideas for programming as there were staff members.

First Report from Another School, continued

A questionnaire was devised to attempt to give indication of how afterclass personnel and faculty felt about inservice training.

It was from this questionnaire together with ideas from discussions and interviews with staff that the outline was prepared.

It was apparent that three areas were of vital importance according to the individuals working within our program:

first: communication with the students
second: an understanding of deafness
third: an understanding of the total school program and the importance of after-school personnel

These areas of consideration were the basis for the format of the inservice program.

Other areas which were of interest to the administration of the school ---the Philosophy of the school and Report-writing ---were added to the training program.

Other areas of demand that showed up in the questionnaire, though not as widely requested as the above, were selected: Recreation and Safety. Notations were made of random requests with intention of adding them to the existing framework so that all areas could be touched upon at some time during the one year training program.

Attitudes and behavioral problems regarding specific incidents or children were not included but we hoped that these would be resolved in the general discussions during the training program. It was felt by giving positive support and helping the dormitory staff understand some of the problems of deafness, that attitudes toward and about deaf children would improve.

The program was shared with selected individuals in addition to those who would teach or moderate the discussions. Some minor refinements were made.

The proof of its value will only be known after it is used and evaluated within our school.

Resistance to Change.

The cadres of trainers from all of the schools found that the process of change is difficult. They made progress, but they met with many kinds of resistance.

A special source of resistance was frequently the dormitory counselor who had worked in the school for many years. There were many exceptions, but a question that came up often was, "What do you do about so called old-timers who do not want to follow any changes that are being introduced in a situation? These people balk at anything the school program is going to do." Their answer is, "Well, we tried it before. It didn't work."

Other sources of resistance to change were avid proponents of the Athletic Program. Several schools that were trying to broaden the experiences of their students grappled with the problem as expressed by one participant, "The Athletic Program usually has had the say and priority for use of facilities and overshadows other programs. We are looking at values. What is important? Some avenues have been neglected. Maybe we should look into this and make changes to even the situation."

Another impediment to change was the difficulty schools had in arranging for salary increase and a career ladder type of advancement to serve as an incentive for dormitory counselors to upgrade their skills. One dean of students described the situation this way:

> The original intent of the three hours per week, fifteen week course, was to meet CED certification requirements. Presently, such criteria would only lead to a piece of paper on the wall and no extra money in the pocket. In the long run this doesn't sound too interesting to most staff members. The time element was also significant in terms of possible college credits. To date, we have been unable to locate a college that is interested in accrediting the course and chances appear slim. Our plan, in accordance with CED, called for two other courses next year in the area of child development and recreational activities. At this point our evaluation suggests that perhaps training of this nature could be included next year but not structured in college credit requirements. In the area of financial upgrading of staff, work is being done on a career ladder that would recognize education and experience in terms of responsibility and pay.

The schools reported that it took time to open up communication among their staff members. One trainer described a newly established weekly meeting of houseparents:

> We were uneasy and cautious at first and hesitated to speak out. But as the meetings went along, we felt more at ease and expressed our opinions.

Another trainer described a meeting of the dean of students, senior supervising house father, and houseparents. The group had just read the section, "Orientation of New Houseparents", in Inservice Training for Afterclass Staff In Residential Schools. Using this reading as a starting-off point, they discussed the relationships between supervisors and houseparents. The trainer reported:

> Because of the uniqueness of the situation to the participants, they were slow to respond at first. Once they became more aware of the purpose of the discussion they took more part. But it did take time. To a certain degree the discussion did bring things out in the open, and by doing so, relieved some of the anxieties that hiding feelings can cause.

From their experiences with the process of effecting change, the trainers found that they needed to be patient and learned to avoid letting the initial upheaval be a barrier to their continuing effort. They also learned that it was good to begin with an activity in which they were likely to meet success. Several schools that initiated a communication skills course found that it immediately was enjoyed by all and, as one trainer said, "was instrumental in improving very quickly relationships and interaction between staff and students."

Involving Individual Counselors In Providing Broadened Experiences and Opportunities for Independence.

The cadres of trainers worked toward comprehensive school-wide planning to help the staff provide a wide range of experiences for the children and many opportunities to make decisions and take on responsibilities. But they also found that the more individual dormitory counselors were involved in the planning process, the richer would be the program and the greater would be the success in implementation.

The trainers tried a technique that they found to be effective. Each of the schools held a brainstorming session with a group of its dormitory counselors. The objective was to come up with ways that they could (1) provide a broader range of experiences for children in their own group and (2) allow the children in their own group more opportunities for making choices. The counselors were told that they would meet back together again in one month to report on which ideas they had tried, which ones worked, which ones didn't work, and to tell what had happened.

The schools found the results gratifying. Excerpts from some of the reports are included here:

Brainstorming Session Report from a Senior Department

Senior Girls Staff noted the lack of responsibility on the part of the leaders (Senior Class) to promote mature choices and actions on their own part and in younger children.

The staff met with the "Seniors" to discuss the constant bickering and quarreling among themselves, and to discover means to help the "Seniors" assume the responsibility of leadership which should be theirs.

As a result of the meeting, the girls accepted responsibility to organize, plan and carry out a weekly get together of all the resident girls in the Senior Girls Department.

A Popcorn Party was the first social planned by the girls. Games and refreshments were provided by the senior class, who also appointed clean-up committees. A Mardi Gras and a St. Patrick's party are coming.

Senior Boys staff agreed to allow more leniency in actual time for retiring for boys eighteen years old and up. These boys required to go to the Dorm area at 11:30 p.m. but could hold bull session in the adjoining washroom area as long as they wished if they:

1. Didn't bother any boy who had retired
2. Kept the noise down
3. Got up next morning in time for classes
4. No adverse comments from teachers concerning functioning in class
5. The night supervisor was in the general vicinity

Individual boys have disregarded the rule to keep the sessions quiet (wrestling, hiding other boys clothes) and were not allowed to participate for a week at a time. On the whole the boys have responded well to the plan.

Discussion of the whole matter of allowing senior boys (18 and older) to determine for themselves when they wished to go to bed with the Committee of Afterclass Staff, including the Superintendent, brought about a recommendation to write to parents of all boys over eighteen years of age asking them to give permission in writing for their son to participate in a plan

Brainstorming Session Report from a Senior Department, continued

allowing the boys to remain unsupervised in the living room area from 11:30 p.m. until they decided to go to bed.

The plan will be initiated on a trial basis and its continuance will be governed by:

1. Letter from parents
2. Boys remain in building
3. Act responsibly while in living area
4. Go to bed without disturbing others
5. Be on time for class next morning
6. No complaints from teachers about "tired" boys
7. Maintain good standing in all areas of school life.

Combined staff of Senior Boys and Girls thought it might be worthwhile to offer the facilities of the Senior Boys lounge for an hour after supper to those boys and girls now spending this time at the corner hamburger stand.

Another option opened to small segment of senior boys (those ineligible to participate in varsity sports) to join the alumni basketball squad on the condition that school activities take priority. Three boys now practicing and playing games with Alumni.

Staff offering monthly get-togethers to boys and girls. A Valentine party and a swimming party held so far. Very successful.

Another report shows the dormitory counselors' ingenuity in finding possibilities for flexibility and individual choices in the daily routines of primary children.

Brainstorming Session Report from a Primary Department

In discussion the point of different activities came up. It is very difficult not to repeat activities that take place in the school departments. This brought up the point of communication between the departments. If the houseparents knew more of what is going on in school and the children's various study experiences they could supplement them after school.

Brainstorming Report from a Primary Department, continued

One of the houseparents decided to have more "doing" activities such as cooking, baking, making popcorn, etc. This would take place after school on days that the children couldn't play outside or for a change in the routine. There are five girls and one boy in this group and the time is usually 3:30 - 5:00. These activities afforded the children an opportunity to make something - go through the process - mixing, taking turns, sharing - having fun as well as reviewing vocabulary in a different environment with different people, broadening their contact with people and of course enjoying the end results. Parties could follow with the children preparing and setting up and cleaning up - all every day happenings.

These activities were tried periodically and the children enjoyed them. The sense of responsibility was again a major area. Many problems of the older children stem back to the lack of responsibility initiated at the early levels. The possibilities were investigated and some ideas were as follows: (1) Have some choice in what they wear the following day. (2) Utilize the older children where possible - within the group - 8 yr. old with 5 yr. old. (3) Vary unstructured activities and encourage a choice on the part of the child. (4) Tune in to situations that the child can do himself and allow time to do it - Ex. - dressing themselves. Sometimes scheduling prevents you from taking time. This will mean a change in scheduling for the benefit of the child, not you. (5) Snack time - children can set up and dispense snack - again this takes time and supervision and a sense of fairness rotating the jobs so that each gets a turn.

The head houseparent came up with a good idea that has just evolved and is an excellent opportunity to further responsibility as well as cut down on the regimentation of institutional living. This houseparent "sleeps in" and is responsible for the children at night and in the morning. There are 20 children, two rooms, and her bedroom adjoins both rooms. In the morning some of the children awaken earlier than the others. Instead of waking all at once or trying to get the early risers to stay in bed she has been taking the few that awaken to the living quarters two floors below. These children then proceed to get ready for the day. When it is regular rising time one of the children goes upstairs and awakens the rest of the children and

Brainstorming Report from a Primary Department, continued

they tip-toe downstairs. This gives more attention to individuals, responsibility to whomever's turn it is to wake the children and an allowance to individual needs and differences. The children who wake early are not always the same ones and it is cute to see who is awake; of course the early rising is only about a 15 minute difference.

The next report is from a dean of students on the brainstorming session of six primary houseparents.

Brainstorming Session Report from Another School's Primary Department

I suggested that we try to implement these ideas as the staff felt ready and that it would be up to the senior houseparents to supervise the overall implementation of the program. About six weeks later we met to evaluate and discuss the programs.

1. Reading Centers. Centers have been established in the primary area of both the girls and boys dormitories. Houseparents and primary children alike have spent time decorating these centers with wall hangings, school work and art designs. The areas have been pretty much separated from the television lounges by using bookcases as dividers. The backs of the cases are used to display the children's drawings, etc. Each center has high interest, low vocabulary reading materials available that cover a wide variety of subject matter. The centers are equipped with small tables and chairs but do have open areas where children can sit on the floors or cushions. The centers are located near the bedding area and consequently afford usage in the morning before school or just prior to bed time, besides the regular out-of-class activity hours. The staff has ordered multi-colored floor cushions, globes, and wall maps to round out the decor. The houseparents have indicated that the centers have been favorably received by the kids and have real potential for story telling, leisure reading, social interaction, etc.

2. Arts and Crafts Room. Subdivide room and make use of such materials as paints, clay, crayons, wood, yarns, needlepoint. The staff is excited about this idea. Materials have been ordered, a room has been selected and general guidelines formulated. The staff had decided to start simple -- only painting with liquid tempera and modeling clay will be allowed at first. Some materials have arrived and they hope to have the program running in three or four weeks.

Brainstorming Session Report From Another School's Primary Department, continued

3. Gym. Run various activities at same time, allowing selection of one in which to participate. During the winter months we set the gym aside every other Monday night for primary children only.

As the attached sheet indicates, various activities such as basketball, tumbling, trampoline, etc., were run in different parts of the gym and each child would choose what he wished to do. It worked well but having it at night usually caused problems trying to get the kids settled for bed. With warmer weather here, the kids are outdoors most of the time and the need for such a weekly program is somewhat diminished.

4. Open Dorm Recreation Areas. Divide areas with portable dividers - checkers on floor - shuffle board - building materials.

5. Off Campus Programs. Schedule programs by the week with checklist sheets. Areas: Ice skating, roller skating, library, walk, ice cream store, etc. Currently these things are happening on an incidental basis. We are interested in "perfecting" the aforementioned activities and probably will not get into these areas on a formal basis for quite awhile.

Houseparents are generally pleased with the overall progression of these programs. The staff has been the major ingredient in its development. They have indicated that they feel comfortable with the ideas and not overloaded. Many have commented that these programs have enhanced their relationship with the children. Hopefully they will continue to enhance our overall educational program and stimulate self expression.

Increasing and Improving Relationship Between Inclass and Afterclass Staff.

All of the schools had problems in this area and felt that progress would take time and that a great deal of planned effort in several directions at once was necessary. There is a large difference between teachers and dormitory counselors as to required qualifications and also salary received. Along with this there is a large difference between the status of the two groups. Frequently teachers do not have high regard for dormitory counselors. And sometimes dormitory counselors themselves have a low feeling about their own self worth and are insecure and diffident with teachers.

The cadres of trainers planned intervention in a number of different ways. One, they started on a long-range plan to upgrade the qualifications of the afterclass staff. Two, they tried to find ways to make possible a career ladder that would make possible increases in salary and in status. Working this out was difficult and thus far only a start has been made. Three, they arranged ways to increase contact and working cooperation between inclass and afterclass staff.

Progress was made, especially on the supervisory level. Some schools were able to arrange for overlap in scheduling, but other schools found it difficult to arrange schedules that would allow for frequent regular contact, both formal and informal. The trainers found that increased contact did make communication easier.

In every case, the representatives of inclass and afterclass departments from the same school who participated in the regional training project indicated that there was a big difference in their communication with each other. They considered this a result of their working together at the Institutes and in their schools.

Planning for Multiply Handicapped Children.

Trainers found that working with the multiply handicapped children in their schools presented many problems, and they felt that comprehensive planning was needed to provide adequately for these children. School policy was sometimes not clear in regard to the admission of multiply handicapped children. There was a conflict between the desire to accept and educate children with all kinds of other developmental difficulties and the desire not to admit children with any secondary problems that would interfere with learning or cause behavior management problems. In view of the fact that at the present time there are few facilities for multiply handicapped deaf children, the trainers felt it would be good if their schools could accept the children whenever possible and do the following:

1. Have careful and thorough admission procedures so that both afterclass and inclass staff will have needed information.
2. Provide inservice training to give the staff special help in dealing with these children.

One school was especially aware of the needs of these children and was trying to find ways of meeting them within the existing framework. A trainer reported:

> The Senior Girls department staff saw a need to provide recreational skills to girls with additional handicaps ---individual instruction required for them to play cards for instance. Primary personnel volunteered to do this while waiting for babies to fall asleep.

Including Deaf Adults in Inservice Training.

Schools found that including deaf adults in the planning and implementation of their staff development programs was an effective way to increase the staff's general understanding of deaf people. One member of the staff of the regional training program was deaf and two of the participants selected by their superintendents to represent their school were deaf. One of them was an academic teacher and the other a supervisor of dormitory counselors. Other participants expressed many times the powerful contribution of the deaf participants to increasing their insight.

Schools found a number of ways that deaf adults could help in their staff development programs. One school included two deaf staff members of their own school in its general orientation program. These staff members gave their impressions of life in a residential school and made insightful suggestions.

Articles written by deaf adults were found to be especially useful. Several schools reported their effective use of the articles by Victor Galloway and William Tipton in the book of readings Inservice Training of Afterclass Staff In Residential Schools. One trainer reported:

> I have used this section throughout the year as a reference and resource. Many times the examples taken from the true life situations have clarified points in discussions with teachers, parents, houseparents. Reference to these examples seems to bring the issue at hand to a point with clearness.

Schools Helping Each Other.

The trainers in the regional project felt that they were helped a great deal in developing a program in their own school by the process of sharing their experiences with other schools. The ability to discuss freely issues and problems grew as the trainers got to know each other. At the first Institute they were somewhat cautious with each other. At the second Institute they were aware of a big difference in the way in which they could express views openly and hence work together in a meaningful way.

The schools took turns acting as hosts for the five Institutes. The trainers found this plan a good one and expressed appreciation of the value in having an opportunity to spend time at other schools and to see other programs in action.

Because they felt that they had gained so much from this experience, the trainers arranged to have a dormitory counselor exchange program among the schools. One dean described the exchange program:

> The dormitory counselors felt fairly confident in exchanging ideas and appeared very excited on the exchange of personnel between schools for three

> dav periods. The schools arranged the opportunity for us to sit down and exchange ideas with the entire afterclass department and we feel there was a good deal of information exchanged at this time.
>
> In the first exchange program some of the visiting dormitory counselors took over the responsibilities of the exchange counselors from that school. But the staff felt this did not work well for two reasons. One was that it was difficult to take over a strange group of children. The other was that this arrangement did not allow for enough time for the counselor to visit around the school and talk with many different people.

Another dean of students described the program thus:

> The exchange offered our dormitory counselors a chance to get new ideas, broaden their perspective in the area of child development and enrich their own self-image in terms of their importance to our program. It should be mentioned that the exchange had best results when the participants filled an observer role.

The participants also began to serve as visiting discussion leaders and resource people at each other's schools. One school sponsored a workshop for their dormitory counselors and nursing staff, and staff members from three other schools came to lead lecture-discussions. Both the hosting school and visitors reported that they felt shy at first, but in a short time all realized that they had a great deal in common and felt enriched by the sharing of experience.

From Handbook for Staff Development in Residential Schools for Deaf Children, Doris W. Naiman and H.S. Mashikian. Deafness Research & Training Center, New York University School of Education, 1973.

A GUIDE TO STAFF DEVELOPMENT

Introduction

A. Definition

Staff development is conceived here as a planned process through which the skills of individual staff members are improved and the Residential School, as an organization, is involved and affected. Staff development is a planned intervention in the ongoing management process with the explicit intent of applying new knowledge, new resources, new technologies and new individual and total school commitment to the achievement of the school's goals.

The ultimate outcome of staff development in Residential Schools should be the ability of staff at all levels to provide an environment where individual children's potentials are realized while the school expands its sphere of influence in promoting effective opportunities for the deaf population.

It is hoped that through the staff development process, the Residential School will be able to integrate all the working systems, programs, activities and resources into a unified effort to optimize the effort of all staff and clients (students, parents and related organizations).

B. Basic Assumptions

1. Deaf children, like all children, need adults who care for them, who love them and who can teach them skills that will enable them to master the vicissitudes of a hearing world.

2. The performance of Residential Schools depends on the quality of performance of all staff.

3. Evolutionary and passive development of Residential Schools is neither adequate nor efficient. Its present resources may not be adequate for the increasing complexities of present and future challenges.

4. A Residential School can change, even within its existing resources.

5. While resistance to change is natural, staff and school need to change.

6. Groups of staff and pupils are the basic unit for change.

7. Improved performance requires adjustments, accommodations and changes in the milieu of the School based on:

a. flexibility
b. openness
c. mutual trust
d. cooperation, collaboration and support
e. interdependence of relationships
f. awareness of one's needs and that of others
g. commitment to objectives and goals
h. willingness to provide feed-back
i. willingness to accept criticism without striking back
j. willingness to take risks, experiment and be evaluated by superiors, peers and subordinates.

9. It is the School's responsibility to provide for growth opportunity to all its staff. Staff generally wants to do a good job.

10. It is the School's responsibility to reconcile and integrate individual staff member's needs and goals with those of the School.

11. Collaboration and cooperation come less naturally than competition. One can learn to collaborate and cooperate.

12. The growth and success potential of the School depends on its assertive ability in influencing its environment, rather than on its ability to react to pressures around and within it.

Staff development in a Residential School for deaf children, therefore, will not be successful if it does not have an impact, as a consequence, on the total School: its character, personality and even changes in its organizational structure, at least to the extent of changing the roles and functions of its members, departments and units vis-à-vis the students, parents, and community that make up the broader avenue of the School.

Residential Schools for deaf children should not be looked upon as stereotypes. Each school is different from another. Schools vary in size, in student body, in geography, facilities, resources, philosophy,

goals and in many other ways. This does not, however, mean that one cannot discern common and universal needs for all. For example, they all deal with a student body that is hearing impaired. Most schools have a student body that encompasses different age children. They all have professional educators (teachers) in their academic programs and child care staff (afterclass staff). They all have clinicians and specialists working in various aspects of their programs, either as full-time or part-time staff, or as consultants. All schools relate to the children's parents and family members more or less intensively. All schools have some involvement with vocational concerns for their students and they have all, at one time or another, been confronted with deviant behavior among their students. All schools have the challenges of managing a number of personnel of different background, competence, skills and commitment on their staff. They all have problems of supervision, finances, reporting, accountability, etc., to one organization, group or board.

Planning

Planning and organizing for a staff development program are probably the most tedious parts of the total project. It is at this point that the School's commitment for a staff development is really best tested. Without good planning and without an organizational structure to support it, staff development will at best be a tenuous exercise in good will for a passing fad in inservice training. Planning and organizing for staff development is so serious a step that, without the full involvement of the School Superintendents, along with the full backing of the Board of Directors, it will not bear fruit. As noted in the introductory statement, through the staff development the management of the school is approving not only some sporadic activities aimed at improving skills among staff but also is taking a risk and making a commitment that the total profile of the School may undergo a change. This statement is not intended to discourage or frighten involvement, but to

underscore the seriousness of the commitment. Too often lip service is given to training and staff development programs without the needed structural and financial support to implement the objectives of such programs. It is suggested that one remember that staff development and organization change is a graduated, incremental process. Its ultimate objectives are the implementation of the goals of the School. These, therefore, need not be rejected. What in the process will cause anxiety, apprehension and distress will derive from the fact that the Residential School will gradually become a more open community, staff and students will be more expressive and even demanding, the past modus operandi may be challenged and even replaced with a totally new model as a result of total staff and student collaboration toward a higher level of performance. Blind authoritarianism may be seriously questioned, paternalistic attitudes gradually replaced by a dynamic, cooperative, consensus-based leadership where premium is placed on the fulfillment of needs of students and staff rather than the comfort of traditional custodial practices. Security of the known and the predictable will make room for the dynamics and the stresses of the new and the uncertain. But with all this, the Residential School with its staff, student body and other constituency will enjoy the pleasures and pains, the fulfillment and disappointments of a growing organism, who adds to his bruises, as he adds to his fund of knowledge, mastering skills on his way toward independent self-sufficiency.

With the above caution, the following points may be considered in planning such a program.

A. Goals and Specific Objectives of the School.

Objectives must be stated in terms of results desired and specific methodology for achieving them. Objectives should be redefined in the light of changes which take place. Such definition of goals should be the basis for measuring and evaluating individual and group behavior. There should be a hierarchy and a timing of objectives and goals to be met in phases. Obviously, the school operates in a dynamic environment and so its aims should be analyzed periodically and modified as changes appear desirable. The more detailed the objectives are, the better will be the success of the staff development program.

The statement of objectives may encompass the school's aims regarding the quality of life it wishes to provide to its students; the nature, scope and quality of education, including communication skills, vocational counseling, work with parents and provision of specialized clinical services for those students who may need them; the school's position regarding the field of education for the deaf population outside its immediate student body; the quality and caliber of its professional and non-professional staff; its personnel practices and policies for recruiting qualified workers and provisions it intends to make for assuring professional growth and career advancement for its employees; types of research and evaluations it plans to use to assure acceptable and improved standards of practices; the management style it intends to foster, etc., etc.

B. Organizational Structure of the School.

After objectives are clearly stated, build an organization structure in which form follows functions. Within this structure divisions, departments and individuals should have clearly described, specific tasks so that, on the one hand, all important responsibilities are met and on the other hand the needs and the rights of the students are safeguarded and promoted.

C. Policies of the School.

The function of policy is to insure consistency of action taken at different times and by different people, within the context of important issues. Policies of the school, along with the organizational structure (the table of organization), must enable staff at different levels to make decisions regarding practices, without having to refer to the "higher-ups" for action. Care must be taken not to have too broad a policy statement, as this may have little value in intelligent decision making. The School Superintendent and the Director of Staff Development must remember that stated policy often differs from actual policy. The former is prescribed by top administrators, but is not necessarily followed under a given set of conditions by the line staff, lower level supervisors and professionals. The informal or the actual policy consists of the course of action actually followed under a given set of circumstances.

The policy manual should cover approved methods of formulating policy and an inventory of precisely written, well-established practices or policies. This manual should be periodically reviewed and revised,

so that experiences gathered from practices be incorporated in this updated policy manual. Where a policy does not help guide staff effectively in their work and where it does not enhance the programs then it is time to revise it.

D. Choosing a Director of Staff Development (D.S.D.)

There cannot be serious staff development in any school without the appointment of a person who has responsibility for the program. The director of this program must not have direct service-related responsibilities such as directing the academic program, the business management, the administration of the afterclass staff, the guidance department, or deputy directorship of the Residential School. In the opinion of this writer it is preferable to have a part-time director of staff development, rather than a full time, say, Dean of Students or Assistant Superintendent in charge, also, of the staff development. The reason for this recommendation is borne from extensive experience in consultation with dozens of Residential facilities for children. It is a common tendency, perhaps even intrinsic, on the part of all administrators to give priority to service activities, rather than invest time in staff development. We all know how great the demands for direct services are even in the best-staffed of schools. Any additional service needs will always be at the expense of training and staff development programs. If the director of such a program has other direct service-related responsibilities, it is the training meeting that will be cancelled to counsel a student, an afterclass staff member, or even work with a visitor or a parent. Without further belaboring this point, let's look into some of the characteristics of the person who should optimally be in charge of such a program. In considering the profile of the D.S.D. we are in effect dealing with four sets of considerations:

a. knowledge

b. skills

c. personality traits

d. attitudes

Whatever the professional training of the D.S.D., he should possess a working knowledge derived from the contributions of the social sciences, behavioral sciences, organization theory, management theory and the theory of systems change and intervention, often referred to as organization development.

He should be supportive, kindly and humane. He should not be egocentric or selfish, overly sensitive to criticism, or overly sensitive to the ways in which he may be viewed by others. He should be empathic, sympathetic, open to suggestions, tolerant and understanding without, however, allowing himself the appearance of being condescending or paternalistic. He should be positive and constructive in his approval. He should be inclined toward gradualism and a process of incremental change as opposed to radical and extreme experiments.

Though a "gradualist" the D.S.D. should not be afraid of taking risks. He should be creative, innovative and pro-active. He needs a vision of where he wants to go, of the programs he seeks to shape, and of purposes, goals, objectives, strategies and tactics. He should, however, possess a clear perception of the scope and limitations of his own skills and abilities. He should be analytically inclined in order to diagnose the problems and dissect the issues into understandable and manageable units. He should be able to pierce through to the core of a problem, comprehend its essential nature, and perceive its complexity in its many dimensions. He should be able to argue and defend his position, however controversial or unpopular such position may be. His own need to be popular and right must rank very low on the scale of traits one seeks in a good D.S.D.

He should be able to work with individuals and small groups, diagnose problems and begin programs for planned change. He should be able to report knowledge, develop skills and change attitudes. He should be able to call on proper consultants from within and outside of the Residential School to implement some aspects of the program that others can best deliver. He is thus an integrator of inputs from various sources for the achievement of the School's goals, thus staff development.

It is useful here to distinguish the general or "holistic" role of a D.S.D. from that of a "trainer" or that of a "teacher". A teacher is concerned with individual growth and development of individuals per se. A trainer by contrast must always bear in mind the objectives and needs of the individual-in-the-school for which he works. Training's major purpose is achieved in the measure that it helps resolve the problems of individuals-in-schools and to promote their (school and staff) mutual goals. Thus, staff development, using a holistic and systemic framework, includes teaching, training, structural re-design and attempts to fuse the growth of the school and individual staff into a cohesive whole.

If we focus on the "education" and "training" aspects of staff development, we see that close correlation between training objectives, on the one hand, and Residential School's goals, on the other, is one of the specific characteristics of training as distinct from education. The role of an educator is to impart

knowledge without necessary regard to any specific role, function, organization or system. In education, imparting knowledge, or better yet, providing the opportunity for the learner to "find knowledge" could be considered an end in itself. This is certainly not the ultimate end of training. In training, knowledge, skills and attitudes imparted or developed through training, must, in the ultimate, be subjected to the acid test of whether they promote directly or indirectly the School's goals. Training objectives accordingly must be directly related to the goals of the School and this, in turn, to the specific needs which have become apparent within the School as perceived by the Superintendent and his staff.

In the process of setting training objectives consonant with the School's goals, conflicts may arise between the needs of the School and the individual staff member's need for his own growth and self-improvement. D.S.D. has a duty both to the individual and to the School. In such instances, the D.S.D.'s awareness of his own limitations as to what he can, and cannot, achieve cannot be overemphasized.

E. Further Planning Activities

Now that the School has appointed a D.S.D., the detailed planning preparations will begin. The following activities are suggestions to the new D.S.D.

1. Have extensive meetings with the Superintendent of the School. Understand his philosophy and the essence of his thinking. He knows a great deal, he has dreams and visions that cannot be clearly committed to writing. Get to know him. Ask him questions, anecdotal illustrations of his concepts. Be sure that you don't abuse his generosity. He is busy. Use your time economically and effectively. Read the School's manuals, annual reports, etc. and familiarize yourself thoroughly with all facets of its operations. Remember that the past is going to serve as the foundation of the new, even though it may not be the model for the future.

2. Meet individually with each and every department head; see how they perceive the School and its operations. What are the main problems as they perceive them, within their own department and other departments and what suggestions they have to improve the programs, eliminate the source of the problems and find solutions to the various conflicts that may exist among staff, between departments, etc. Be sure to make an effort and in this process to get a clear inventory from your contacts both for assets, strength and liabilities. Avoid

focusing on the negative alone. Be sure you make no commitment for major changes or find solutions to every thing. The temptations will be too great at this phase of your participation to alloy anxieties by premature promises and quicky judgements.

3. Meet with administrative staff at all levels; business officers, personnel, dietician, public relations, dean of students, etc., and get their perspectives on the School ---its assets and liabilities. Remember you will be depending heavily on them in your activities. See to what extent they feel the staffing is adequate or not; both as to quality and quantity. See how they perceive your role, what are some of their specific expectations. Remember that staff in most Residential Schools are hungry for both communication and information. A great deal of false and distorted information floats through the informal organization or the grapevine. Acquire as much information as possible but be prudent as to what you do with this information. Confidentiality is essential ---you are going to serve as a link between many sub-systems of the School. You must be trusted and your integrity must be respected by all concerned.

4. Get to know all facets of the School's operation; the classrooms, the kitchens, the living rooms, the dorms, the recreation halls, the grounds, the maintenance shops, the switchboard, the security officers, the staff quarters, the infirmary, the clinical areas, the community facilities (hospitals, audiology clinic or centers, etc.), with whom the school may have contracts, etc. You must acquire firsthand knowledge and a great deal of information if you are to be prudent, judicious and effective in your decisions and programs.

5. Be visible. Introduce yourself to the members of the School's community. Meet the students, get their report about the school and its operations. Become a familiar figure around. Join various groups for meals, coffee or tea. It is important for you to get reports in informal and casual situations. It is always advisable that you meet with the School's staff in their own office or places of work rather than in your own office in this phase of your planning and information gathering. Observe students, teachers, afterclass staff, child care workers and counselors as they are performing their jobs. Be sure you do not interfere with their work. Be unobstrusive.

6. If the School has a formal alumni association, try to meet with some of the officers and alumni. Do the same with parents'

organizations if the school has any. Remember that your authority and responsibility derive from the Superintendent. Be guided by his experience. Show sensitivity, awareness and empathy.

Once you feel comfortable with your general grasp of the policies, structure, practices, general programs and activities of the School, then, with the guidance and support of your Superintendent, continue with the following:

7. Visit other schools, see what they are doing, how they are coping with the various challenges they face. Make sure to visit some experimental Residential programs, not only in the field of deafness but also in other programs for children with handicaps: emotional illness, juvenile delinquency, physical and intellectual disabilities. One can learn a great deal through such visitations.

8. Visit other Directors of Staff Development. Visiting training institutes organized by State and Federal Government such as the Federal Executive Institute at Charlottesville, Va. can be useful. Their years of experience in special techniques geared to professionals from various disciplines could be of value to the D.S.D.

9. Summarize in a written report your assessment ot your survey of the activities, training programs and additional training needs for your Residential School, along with your preliminary recommendations. Review your findings and plans with the Superintendent, incorporate his comments and suggestions into a final initial place.

10. A last step in the planning will entail the securing of an office, classrooms, conference rooms, basic equipment, supplies and a training library before you move on to the implementation of the staff development program.

F. Components of a Comprehensive Staff Development Program

The importance of the process through which components of a training program are identified cannot be overemphasized. No Residential School is akin to another. Schools differ in resources, needs and readiness for change. While an attempt will be made here to identify many specific areas, the ultimate components will be up to each individual school to determine.

In view of the fact that the main thrust of staff development is addressed to the afterclass staff, the active participation of this group in the identification of their needs for training for better performance is essential. Without their full involvement, the end-result of training efforts, no matter how intensive, will be disappointing in terms of improved performance and a better climate for growth and learning for the students.

No effort should be spared by the D.S.D. and/or the Superintendent in engaging the input of the afterclass staff, individually and in group. This should encompass all shifts. This should be done formally and informally: at the worker's job station and in conference rooms. A concerted effort must be made in eliciting candidly the afterclass staff's perception of their difficulties in performing their duties, their perception of their supervision and administration and their suggestions for interventive efforts aimed at improving their skills in an improved climate of Residential Community.

It may become apparent, during this process, that certain schools have, within a given age group of children, children suffering different degrees of disabilities (emotional, social and intellectual) over and beyond their hearing impairments. Their needs ought to be specifically identified and specific training programs will then have to be developed to provide the workers with appropriate skills to cope with these children. Many Residential Schools for the deaf have a larger proportion of multiply handicapped students than comparable size schools, since there rarely are other facilities provided for them.

Staff development and training must address itself, therefore, to the expected functions of the afterclass staff. These functions will bring the child care staff in contact with the various interlocking facets of the total school program. The afterclass staff must, therefore, have some knowledge, skills and appropriate attitudes to adequately discharge these functions. During the planning phase, the D.S.D. ought to have a clear appreciation of these functions.

1. Afterclass staff have custodial duties:

    a. Must see that the students are appropriately clothed, fed, sheltered and protected.
    b. Must know where and how to seek assistance when needed to perform these functions ---what are the school's policies, what forms are required for making requisitions, what is the time lag between requesting and obtaining the needed items or assistance?
    c. What aspects of these custodial responsibilities are considered emergencies? How emergency requisitions and assistance are obtained. Do these vary from the routine?
    d. What administrative responsibilities do the afterclass workers have regarding this area: inventory, recording, passing on of information to whom and how often, what are

the areas where he can use his own judgement and in what specific areas is he to be guided by set policy. If the food appears to be inadequate in quantity or quality is he to report this? If so, to whom and how soon?

These are often a serious source of confusion for the afterclass staff and sometimes neglected by management because they seem trivial compared to major programs.

2. Afterclass staff have to teach the Art of Living.

   a. Getting up in the morning and going to bed.
   b. Personal hygiene.
   c. Elementary first-aid principles and age-relevant health principles.
   d. Sharing in group and dormitory "chores".
   e. Preparing for meals, sharing in the social amenities around food. The meaning of food.
   f. Preparing for school and helping with home work.
   g. Planning for leisure time and leisure activities.
   h. Communicating with peers, adults, family and siblings.
   i. Maintaining contact through letter writing, cards, gifts, etc.
   j. Managing petty cash and personal allowances ---earning money, presenting one's self for "job interview".
   k. Relating to boys and girls.
   l. Relating to the hearing world.
   m. Relating to people of different creed, color and ethnic background.

3. Afterclass staff have to relate to groups.

   a. How groups differ from individuals.
   b. How group needs of different age students vary ---are there any specific expectations from staff to "do things" with groups? Are the expectations and the size of groups reasonably compatible?

4. Afterclass staff have to meet specific emotional needs of children.

   a. trust and understanding
   b. love
   c. emotional security
   d. availability
   e. structure and opportunity
   f. discipline

5. Afterclass staff and the living environment.

   The staff must have a clear appreciation that the dormitories, bedrooms, lounges and activity areas are an integral part of

the growing student's world. This environment must be conducive to learning, comfort and interaction. It must provide the child an opportunity so that he learns to identify for himself what is "his", where he can relate to his property, where he can have privacy and learn to manage his "little world" within the broader context of the school community.

6. The afterclass staff and other disciplines.

   a. He is a member of a community of professionals and paraprofessionals in the service of the students.
   b. Who are the others?
   c. How the child care worker's responsibilities are different from the other members of the team. Where do they overlap and who integrates their inputs and how?
   d. Specific responsibility of the afterclass staff differs from that of the classroom teacher, the recreationist,etc.

7. The afterclass staff and the student's family

8. The afterclass staff and the clinical staff.

   a. speech and hearing
   b. audiology
   c. psychology
   d. guidance counseling
   e. social worker
   f. nurses, physicians, etc.

9. The afterclass staff and the volunteers.

10. The afterclass staff and administration.

    a. What are his channels of communication?
    b. Who is "administration".
    c. The role of the afterclass worker vis-à-vis the Community of the School. What specific constraints are there and what leeways does he have?
    d. What specific administrative skills are expected from him?

11. The afterclass staff as supervisor and supervisee.

    a. When he functions in each of these capacities.
    b. Extent of expected skills.
    c. What are the career opportunities and the requirements for promotion.
    d. Are there or should there be differential expectations from afterclass staff when several have same title and salaries.

e. Should one person be effectively responsible for the integration of the total 24 hours, 3 shift staff and activities, and what supportive assistance and resources are provided for staff to carry on these responsibilities?

12. The afterclass staff as a model.

Through his example in dealing with peers, children, superiors. situations, etc., the child care worker must teach, through attitude and skills, the art of mastering one's environment. His respect for others, and particularly for the dignity, privacy and uniqueness of the student, must be reflected in his prudent and judicious manner of handling confidential information.

Implementation

It must be said from the offset of this section of the handbook that the various divisions, i.e., planning, organizing and implementation are not, in reality, as discreet as they are presented. Usually, during the planning and organizing phase, some implementation of the training program has already started. It is also true that, when a training program is being implemented, no matter how carefully various sequences have been prepared, it may be necessary to alter some of the sequences, the techniques used and even the objectives for a given period. It must be remembered that staff development programs are delivered in a service organization, the School, that has a dynamic life and unanticipated needs; all of which will have to be taken care of and adjusted to in the course of implementing a training program.

A. Training a Core Team of Trainers

Under the educational and administrative leadership of the D.S.D. a Team of Trainers should be appointed by the Superintendent of the Residential School.

1. Composition of the team.

   The team should have representation from all departments of the School. They need not be full time trainers. But the team must have adequate supportive staff (secretarial and clerical help). It is desirable that this group have at least one deaf member and there should be expert representation from each department of the School. The members must be selected on the basis of ability in their field and should command respect. On an ad hoc basis, it will be desirable to have representation from parents, alumni and students.

2. Sharing the objectives.

   The Director of Staff Development must share with the team members the written document he has developed for the training program. The team must have an opportunity to study and react, ultimately in writing, to the proposed training program. D.S.D. must use these early meetings as a forum for the various members to know each other as individuals, as professionals and as trainers. Great effort must be invested in forging the many members into an effective team: people who share some objectives, enthusiasms and compatible philosophy.

3. Refining the objectives and defining the tasks.

During this phase, D.S.D. must obtain written reactions to the overall plan. Individual team members should begin to refine and expound on specific areas that are too generally stated in the planning section. For example, under "After-class staff have to teach the Art of Living", personal hygiene is noted as an area of responsibility. During this phase, one team member, for example the school nurse, may want to take the responsibility for this section and subdivide it into: washing, brushing teeth, cleanliness, toilet training, sexual hygiene, etc. The teacher may want to expand on the section of "Communication and homework", etc. During this phase also, D.S.D., in consultation with his trainers, begins to assign specific areas that will be the primary responsibility of one member but then assisted by others. The person with primary responsibility must also be asked to develop some relevant training material for the subject matter, the technique best suited to get across information and impart skills. In addition to this, any available reading materials should be made available to staff to further their knowledge and skills, outside the training session.

4. Settling priorities.

The team must begin to set what must be the priorities. Do you begin with supervisory skills, the art of living, inter-departmental communications, etc? Schools will differ in needs and, therefore, priorities in one may not be the same as in another school.

5. Make final the training program and tasks.

Now that you have revised the plan, set the priorities and the tasks, meet with the Superintendent to make sure that the final details are in agreement with his direction for the School, that you have the necessary administrative support and the needed supplies, equipment and staff time. At this point it is most desirable to have an outside consultant work with the team. The desirability of a competent consultant at this stage cannot be overemphasized. He will help to:

a. Suggest alternatives or cause the team to focus on and clarify their choices.
b. Encourage types of desirable behavior for team effectiveness.
c. Relate more objectively the group's objectives to the goals of the school.
d. Introduce resources to meet specific gaps in the team's knowledge and experience.
e. Support the team and it's members in confronting difficult issues, conflicts with each other, the D.S.D. or

the target staff, the child care workers or other professionals in the school.

f. Help stop the training activity, to gain a perspective on the progress or lack of progress. Too often, trainers get so enthusiastic about what they are doing that they may lose perspective not only of the efficacy and relevancy of their work but also about developments in the field in general.

The hiring of a consultant may be taxing to some schools. The financial burden may be eased if two or more neighboring schools could engage a consultant and share in the cost.

6. Testing techniques and developing skills.

In their preparatory sessions, the team of trainers should begin to familiarize themselves with several techniques that they will be using and also develop skills in team and group leadership. Here are some suggestions:

a. Lead group discussions. Let each member take a turn in chairing the session in which the topic for which he was given responsibility is going to be discussed and "teach" the rest of the team members. After the session or sessions a critique of his leadership should be candidly made by the rest of the team:

---Did he present the material satisfactorily?
---Did he allow for free and uninhibited discussion?
---Did he succeed in drawing all the members into effective participation in the discussion?
---Did he get the major points across effectively?
---Did he stimulate the group for further exploration of the subject matter?
---What was his particular style?
---What in his style and technique was most effective?
---What was the emotional tone of the group? Was he supportive, constructive and honest?
---Did he make the participants more aware of themselves and their needs?
---Did he contribute to bringing the group members closer to each other?
---How did he respond to criticism?
---Was the group as a whole supportive in its criticism or was there hostility, competition and rivalry?
---What suggestions can the group make to improve the leadership of each team member and that of the team as a whole?

b. Role playing. This is a useful tool. It calls for sensitive leadership. Choose a given topic and see how the team members can role-play and get across the concepts assigned. Role playing is then discussed by the "actors":

---What were they doing?
---Why?
---What did they feel?
---Does the group share the same explanations or interpretation of what was happening?
---Did the group members have other reactions to what they observed?
---How were their own responses handled?
---How were they done differently? Let them demonstrate ---Let them use first person pronouns and relate to the issues. Often, it may be necessary to move on spontaneously from a given assignment to discussion of feelings, attitudes, philosophies. One need not avoid at this point getting into relevant personal feelings, without, however, indulging in group "psychoanalysis".

c. Intensify interaction by dramatization.
The discussion leader may dramatize his feelings as someone else's, by slight exasperation, in order to force an emotion out into the open, so as to facilitate communication or bring home an issue. This technique calls for some skill and must be used carefully. This will be more acceptable when the group has some degree of cohesion and "esprit de corps". At times it is used to "break the ice". The leader should never let the session end (unless he has a valid and explicit reason) without explaining what he was trying to accomplish and allow for reaction and discussion.

d. Brainstorming sessions.
This is a very useful technique. Everything goes, no matter how wild, silly or impractical . Bombard each other with ideas. One idea may lead to another. Record them and then review, organize and see when and how they can be useful to the project at hand.

Such sessions usually bring people closer to each other. One learns to accept and develop tolerance for a co-worker. These sessions should be engaged in relaxed and informal settings.

These sessions could be altered later in allowing "no negatives" but only positive ideas and later around a very specific subject. These are ways of forcing resourcefulness and developing disciplined thinking in a team setting.

e. Audio-visual presentations.
Effective training device. Determine for yourself the teaching points you would like to make. Be familiar with

the material. Scrutinize it ahead of presentation. Develop group discussions, but do not lose sight of the main points that you would like to get across.

Now that most schools have video equipment, develop your own material. Use incidents, events and subjects that are familiar to the group. Go from the known to the unknown, from the simple to the more complex principles.

f. Lecturettes.
Small didactic but concise presentations can be very effective. Intersperse them with other forms of presentation. Change in pace will hold the group's interest and prevent boredom.

g. Seminars, "Journal club", etc.
Discussion of pre-assigned relevant materials. Discuss a well presented chapter or story relevant to afterclass staff, such as articles selected from the book of readings, Inservice Training of Afterclass Staff in Residential Schools for Deaf Children.

h. Case discussion and demonstrations.
This technique is most useful when trying to impart skill and broaden staff's fund of practical knowledge. It will be dealt with in some detail in the second part of "Implementation" of a training program.

i. Supervision.
There are few techniques and methods of teaching that can emulate supervision as a tool for learning, teaching, skills development and improvement of attitude. This subject will be treated at some length later in this handbook.

j. The use of one-way screen (or mirror).
This can provide a live opportunity to observe an expert relate to a given situation, and handle a particular problem, while a group of trainees can observe the "teacher's" techniques of handling the situation, and an instructor who is with the trainees, behind the one-way screen can comment on specific points.

A supervisor can observe a trainee actually cope with a task and thus use his own observations for helping the trainee to improve his skills.

This technique can also be used effectively to learn about the behavior of a group of students in a class to see how the teacher goes about his teaching. Afterclass staff can learn, on a first hand basis, about the operations of academic teachers, clinicians and other specialists working with the students, without influencing the process

by the presence of a group of afterclass staff in the room.

7. Evaluation and review.

Before the training team begins its training functions with other staff, it is important for them to review and evaluate the "training of the trainers" phase of the program.

a. How do they see their individual and collective assignments?
b. Are they satisfied with their own training and their ability to begin to train others? Do the objectives of staff training meet their own interests and expectations?
c. Do they need to modify some aspects of the objectives? Can they alter a set course, if the group's needs so dictate?
d. Are their individual roles clear? Have they overcome their initial rivalry and competitiveness?
e. In what areas do they need to invite "outsiders" to the team to help with the training of the staff.
f. Are they satisfied with the mechanisms they have developed with regard to:
   organization of the groups
   the time allocation
   availability of training material
   testing results, etc.
g. Are the ground rules clear and adequately supported?
h. Are the needed supplies and equipment ready and adequate?

This team is now ready to test its skills with the rest of the staff. It will be desirable at this point for the team of trainees to visit other programs, other schools and thus broaden, if they have not done so yet, their perspective regarding training efforts in other Residential Schools for deaf children. Have a formal or informal forum (newsletter, conference) where training teams from different schools exchange experiences and share ideas.

B. Training The Afterclass Staff.

Effective training of the afterclass staff is much more difficult than many people realize. The afterclass staff are generally skeptical; their self-esteem tends to be low; they tend to harbor a great deal of suppressed anger and hostility towards professionals and administration. They know that their position is pivotal in the program but that their salaries, their training and their inclusion in the decision-making apparatus are inconsistent with their alleged importance. Too often they lack the minimal supplies to make the dormitory and the afterclass program adequately exciting. On the other hand, many of them are dedicated. They love the children; they spend their own monies for gifts and supplies. The trainer must be sensitive to this state of affairs.

He should empathize with the afterclass staff but not try to ingratiate himself by taking sides with them against the administration. He also should not be discouraged and react angrily if they do not accept him readily and respond with enthusiasm to his training efforts.

Here are some suggestions that may assist the trainer in his task:

---Spend sufficient amount of time, at the beginning, with the afterclass staff (child care workers, dormitory counselors, houseparents) in clarifying the objectives of the program. Listen to their suggestions, their needs, their anxieties. Find ways of incorporating constructively their concerns in your program. Be prepared to adjust your efforts to changing conditions.

---Avoid situations, comments, and attitudes that may be falsely perceived by the afterclass staff as spying on them on behalf of the administration. Some may feel neglected and tend to be skeptical.

---Avoid promises (explicit or implicit) that cannot be realized, such as salary raises, promotions and the like. This is not for you to determine. Be honest while staying loyal to the School.

---Avoid setting expectations that cannot be fulfilled.

---Avoid presenting the training program as another chore or demand on an overcrowded staff. Where possible, start with a group of afterclass staff that would volunteer for such a training effort. If the results are concrete, tangible and successful, you will have no difficulty with subsequent groups.

---Avoid the unnecessary disruption, because of the training schedule, of the staff's commitment to other responsibilities (home life, long standing commitments, etc.) Schedule the training program within the staff's working hours or be prepared to pay overtime if need be.

---Avoid situations that will call for cancellation of classes or staff having to miss their training sessions because of other demands by the school (understaffing, covering for others, school holidays, clinic or hospital details, etc.).

---Start with tasks that have high probability of success. Early in the training the afterclass staff must experience success.

---The trainers and where possible other members of the administration should show their support of the program by

becoming more visible themselves in the job areas of the afterclass staff.

---Make concrete your training effort by making possible to the staff easier access to supplies in order for them to implement what they are learning. Do not discourse about the merits of beautiful living environment, for example, when they cannot have posters, pictures, cleaning supplies, bed-covers, arts and crafts supplies, books, newspapers, magazines, etc.

---Provide opportunities for afterclass staff to attend and participate in conferences affecting their children and listen to what they have to say. Make it possible for them to attend professional meetings and institutes away from school. Visit with them other schools that may have programs that you wish they would emulate.

From the onset, communicate to the staff some specifics:

Their role in the program and your expectations.
The ground rules (procedures, structure, etc.).
Use of resources: location and availability.
Time commitments.
Need for early and ongoing feedback and documentation.
The communication process required to minimize negative consequences.
Provision for counseling and tutoring.
Your availability to individuals and groups for purposes of information, support, guidance and evaluation.
How their effort will be integrated in the total school program and with others concerned with the growth and learning experiences of the students.
What provisions you have for follow-up responsibilities.

1. Orientation.

The training of staff begins at the time the new employee is hired. The way he is introduced to the school, the staff, and the students will influence his future attitude. Sometimes, this phase of the training is not given enough attention. During this period for the new employee, as part of the training for the staff, the following is recommended:

a. Background of the school.
---Its history.
---When, why and how it was founded.
---Its evolution over time.
---How structured? Who is who in the school; what is the table of organization; what is the rationale behind it; what are the school's various subdivisions, the departments, the programs and their interdependence.

b. The policies and practices manual
This should be available to all staff. All practices, functions and, therefore, the in-service training should specifically relate to this policy manual. The philosophy and the values of the school are clearly stated here. Staff members should be fully conversant with its contents, abide by it and participate in its improvement.

c. Background of the children in the school.
---Where do the children in the school come from? What are the general admissions policies?
---How many children are in the school and what are their general characterisitics? How does this school generally differ from others?
---How is this school related to others (organizations, associations, etc.)?

d. Personnel practices as they relate to the employee.
---What are his rights?
---What is his exact job description?
---Is there a written job description?
---When does he get paid; what are his benefits?
---How are grievances and suggestions handled and through what channels?
---What promotional opportunities does he have? What facilitating mechanisms do exist? How can he avail himself of information that will enhance his career opportunities and job performance?
---How specifically will he be evaluated?
---Are there employee organizations and why?
---Are there special provisions for emergency situations and what are they? How do these differ from routine?

e. The physical plant.

Each employee needs an overview of the School's facilities: the various buildings, the campus and play areas. Sometimes afterclass staff have wished to visit the school, the clinical area, etc., but feel that's not "their business". This will contribute to a feeling of alienation among staff and departments.

f. Orientation to deafness.

A general introduction to the specific problems of deaf children. The specific needs of deaf children and the ways in which the school provides for these special needs. All staff need an understanding of the physical, educational and psychological implications of deafness. This should be covered as early as possible using group discussions, lecturettes and reading assignments. The staff members' attitudes and feelings about deafness should also be discussed.

g. The routine of the afterclass staff.

Familiarize the new employee with the children, the records he has to keep, the logs, the reports, the various forms which he is to use. Let him observe for one to two weeks an experienced colleague, and be coached and tutored by him and perferably by a supervisory person. Have him attend supervisory meetings, case conferences, administrative meetings, and spend a few hours in each of the various departments to get acquainted with their functions, activities, etc. Allow him to observe the children in different settings. The new employee must be given an opportunity to discuss his observations with a senior member of the staff. Distortion and misapprehension must be corrected as early as possible.

h. Communication Skills.

The afterclass staff must learn to communicate as fully as possible with deaf children by whatever methods are used in the school. In schools where total communication is accepted, a crash course in the technique should be undertaken very early in the employment of the afterclass staff. Ability to communicate is perhaps the most important tool of any worker dealing with growing children.

2. Increasing Sensitivity.

Staff members need help in handling their feelings of discomfort and even pain resulting from efforts to cope with difficult behavior of some children. Afterclass staff sometimes give primary consideration to the control of the child through various techniques of regimentation. This often happens because of fear of the child's excessive acting-out, a relative lack of skills on the part of the child case worker, and

the unreasonable ratio of staff to children (often one adult to 20-40 children.) Also, control is sometimes imposed because aggressive acting-out behavior by children evokes counter-aggresive (fearful, retaliatory and vindictive) impulses and behavior by the staff. The trainer needs to help staff to work with children in a growth-promoting way. It is important that control and regimentation be replaced by more behavior-appropriate measures, and that there be no stereotypical and global simplistic solutions.

The trainer should emphasize the development in staff of attitudes that will make the children feel wanted, trusted, loved and cared for ---that the child be accepted in spite of his handicap and behavioral problems. To bring this concept home, it may be necessary to expose the group to other schools or other divisions within the same school where alternatives to control and regimentation have been successful. Reading materials and illustrative case presentations by individuals who have experienced success with this method can further drive home the concept.

In these sessions the trainer should search out and define the basic concepts for professional conduct in anything presented or read from the logs or reports. For example, the detection of anger, rejection of a child, failure to hear him out, premature or fearful decisions, the giving of priority to staff needs, ridicule and rejection of a fellow staff member or superior, the unconscious condescension to a child or his parents, failure to cater to a child as one in need of solitude, protection and comfort, resistance to schedule changes or changes in routine which clearly were in the best interest of the children would be issues that the trainer could use to bring about self-awareness on the part of staff and hopefully also more desirable attitudes toward the children and the school.

These matters become the foundation for the formation of such principles as:

---Staff must learn to "listen" to the child. He must be patient and available and respectful of the child's individuality and dignity.
---Understand the motivation behind a child's behavior before making hasty interpretations and decisions.
---Forego all moral judgements.
---Liking and enjoying the child are essential to any truly helping relationship.
---Respect for the child increases his capacity for self-esteem and this reduces his need to act-out.
---Sustained expression of hope and optimism regarding the child's prospects for succeeding and growth with competence and stamina, without holding out false hopes, is supportive and contributes to ego-development.
---Maintain positive and respectful attitudes toward parents and family members to help reduce the child's own conflicts with them.

---The development of empathy and unqualified acceptance of the child must become established goals for each staff member.
---Never use the child or manipulate your relationship with him for personal and selfish dividends.
---Effectiveness of communication and, therefore, constructive relationship is enhanced by good will and the setting aside of anger, pettiness, rivalry and other self-serving acts.

The trainer should not give up after a good initial effort. Many good programs have been initiated in schools and abandoned for one reason or another. If this should occur, the afterclass staff will be angry; they will become more skeptical and the school will go further back than where they were before such programs started.

3. Mobilizing Team Efforts.

No one discipline can claim that it has the necessary knowledge, skills, manpower and resources to meet the needs of deaf children in Residential Schools. Unfortunately, where there is a pool of talent and resources in a School, very often it is not effectively utilized. There is fragmentation, rivalry, assumed delegation of responsibility and a great deal of commiseration. The task is usually not as well done as it could be should there be a real team effort on the part of all staff. We have already touched on this concept in the section that deals with the training team. Now it is necessary to mobilize the total resources of the school in a number of teams, with responsibility invested in a team leader and a coordinator.

The training and operational format for this purpose will be that of team conferences in which all those who are involved with the care of the child, at all levels, participate and arrive at specific recommendations that have to be implemented.

4. Supervision

As the school insists on more appropriate child focused practices from the afterclass staff, it must help the staff members acquire the necessary skills. If this help is not forthcoming, they will perceive the schools's expectations as being too idealistic. They may feel as if they are being denied their authority and may sabotage the plans by withdrawing and subtly encouraging acting-out behavior by the children and blaming administration and professionals for it all.

Supervision and supervisory relationship is one method through which the afterclass staff (and other professionals) will learn to develop more appropriate skills.

Supervision entails a specific relationship between the supervisor and the supervisee. It takes place in the context of a social environment and not in a vacuum. It has affective and didactic components. It has a specific task. It assumes that the supervisor has more experience and skills related to the task and is willing to impart some of his skills and knowledge to the supervisee.

Both supervisor and supervisee are responsible to the school administration, which introduces a realistic constraint and limitation on the process.

The available body of knowledge regarding supervisory relationship and skills in the area of child care is very scanty. The trainer may have to borrow from the knowledge that other disciplines (social work, psychotherapy, education and other clinical fields) have acquired over the years.

Ideally, the supervisor of afterclass staff must be, himself, a competent person in coping with the various tasks that an afterclass worker is expected to perform. In addition to this technical competence, he must be an effective teacher. But above all, he must be able to accept the supervisee unconditionally: no contempt, no hostility, no possessiveness and no prejudices. These characteristics are essential to the fundamental tasks of supervision:

Teaching and training
Evaluation and recommending
Administration

Here are some suggestions and comments that may be of value to the supervisory relationship.

a. The supervisor must first establish a trusting relationship with his supervisee. This is no easy task. It should be remembered that the supervisor in a Residential School has administrative responsibilities: he should see that the prescribed programs are implemented; that school policies are enforced and that he evaluates the worker's performance (which in turn may affect the latter's promotional opportunity).

This knowledge will cause the supervisee to be anxious, fearful, pleasing (in order to protect his interests) and placating. He may engage in destructive rivalry with his peers for the favors of the supervisor.

b. The supervisor ought to clarify the tenets of this relationship from the offset. There should be clear understanding of roles, expectations and ground rules.

c. The supervisor must assure that communication between supervisee and himself is clear and concise. Professional jargon must be avoided whenever possible.

d. It will be useful for the supervisor to have an initial assessment of his supervisee's personality, intellectual, experiential and child-caring profiles.

e. The supervisor will use several sources of information (verbal reporting, written reports, direct observation of the worker-in-action-with-the-children and the behavior of the supervisee during the supervisory sessions) in carrying on his triple function of teaching-training, evaluation and administrating.

f. He should demonstrate through his own behavior toward his supervisee and children the desired attitudes and skills he is trying to help develop in the worker.

g. He should carefully, patiently, seriously, conscientiously and with respect go over the incidents and the work of his supervisee.

h. He should organize his time in a way that he will meet regularly with his supervisee and not cancel capriciously his appointments. The afterclass child care worker must feel through action, that he (the worker) is important in the school. This will help a great deal the feelings that most afterclass staff have that they are dispensable, unimportant and that they have no weight in the organization structure.

i. While it is most desirable to have regular individual supervisory meetings with each worker, at times this is not feasible. The supervisor may choose to meet with two or three workers at the same time. When this is dictated by the needs and lack of resources of the school, then it becomes essential that some time is made available for individual meetings. During these individual meetings the supervisor will be able to relate to his supervisee in ways that cannot be possible in group supervision.

j. The supervisor may use any of the many techniques of training that have been listed for the training of the trainers. The appropriateness of any given method will depend on the style and ability of the supervisor on the one hand, and the need of the supervisee at the time.

k. The intensity, frequency and the nature of supervision will also depend on the need of the afterclass worker. One must avoid subjecting the supervisee to an indefinite status of dependency.

l. The supervisor must constantly remind himself that he is not a therapist to the afterclass staff. He is concerned with practice, getting a job done well, being effective with the children, with peers and superiors. A supervisor who constantly refers to a worker's feelings should be suspect in this field. This does not mean that he should not be sensitive to the anxieties, pains and conflicts of the supervisee. The afterclass person's past experiences, his biases about the upbringing of children, deafness, discipline, orderliness, etc. are all factors that a good supervisor must take into account in his teaching efforts. He should, therefore, be careful not to jump to hasty conclusions as to the ability of a worker and his potential. The D.S.D. can help a great deal through his own behavior toward his own team members, in bringing about behavioral changes in individuals and groups.

m. It is desirable for a supervisor to be visible where the children are. Afterclass staff should be able to observe the supervisor handle a variety of difficult situations with children, be with them in their various activities and be seen casually engaging them in constructive endeavors. The supervisor's skills in communication with children, his ability to comfort a child, his timely intervention in a pending crisis situation, must be observed and understood. The supervisor must not insist that his style be duplicated. Different afterclass workers have their own styles. Though different from one worker to another, the consequences could be equally effective.

Because of the scarcity of an organized body of knowledge in supervisory skills in the area of afterclass practices, it may be desirable for the trainer to initiate regular periodic meetings of supervisors of afterclass staff with the intent of sharing experiences in supervision (problems and solutions) and of committing this in writing for later analysis. This could be

beginning of a specific technical manual that could be disseminated to other supervisors.

5. Observing and Recording.

During orientation the afterclass worker was generally introduced to the various forms that the school has for administrative purposes. These generally have to do with clothing, linen, visits, census, leaves, accidents, referral to infirmary or special activities, etc. The trainer should have a packet of these forms and teach the staff how to fill various items and explain the reasons for which it is important that this activity be discharged conscientiously and responsibly. Without this understanding the worker may perceive this as an unnecessary and senseless chore. A creative trainer may benefit from a new staff member's comments which at times may lead to improvement of some of these practices. (It is not uncommon in many schools to observe practices carried on by convention when they may have no relevance to present day needs.)

In this section, some additional suggestions will be made regarding the recording of the children's behavior for programmatic purposes. These recordings should convey information that would assist staff at all levels and all shifts in better understanding the child. It is essential that the afterclass worker be selective in his recording. Global statements and generalities have little informational consequences. The trainer and supervisors must help the worker appreciate the contribution that his entries in the child's log, or journal will make to the team's understanding and evaluation of the child.

When the afterclass staff has been in the school for a while and has begun to understand the dynamics of child development, the issues involved in adaptive and unadaptive behavior, then he will be more competent in his skills of observation. He will be spontaneous and creative. He will be able to determine for himself what observations are relevant and what are the relative merits of different pieces of behavior.

The trainer and the supervisor should use these recordings as another means of enhancing the worker's understanding of behavior through relevant questions and comments. These notes should be the basis of the worker's written report to the team in case the child's program is being revised or evaluated. It can be of help to a clinical consultant should his services be needed. In team meetings many of these observations can help the inclass staff understand the occasional inappropriate behavior of a student in the classroom.

6. The Living Environment.

The size, age and the nature of the dormitories notwithstanding, the trainer has an excellent opportunity in helping the afterclass staff implement the following concepts:

a. The dormitory environment should contribute to establishing and enhancing a positive self-image for the children and preserving their individual dignity in a group setting.

b. The dormitory environment should contribute to the development of interactions among children and between children and staff. It should, furthermore, provide easy access to means of communication with people inside and outside of the school.

This aspect of the afterclass staff's function is an excellent example of doing rather than knowing. More specifically:

--- A child should have clean, orderly quarters in which he can assert his control, keep and display his belongings.

--- He should have his own personal articles for grooming and hygiene. He should be encouraged and taught how to use them.

--- His quarters should be clean and free from the depersonalizing features of large institutional look-alike, bland, sturdy and immovable furniture.

--- He should have the opportunity to be alone without being disturbed.

--- He should be able to decorate his quarters, and be encouraged to do so, without unreasonable restrictions.

--- He should be encouraged to display toys, trophies, family pictures, etc. There ought to be an atmosphere that minimizes his isolation from the community, and memorabilia that keep his links with his home and his past alive.

--- Calendars, clocks, books, magazines and newspapers should be easily accessible.

--- He should have access to a laundry room, and be allowed to wash his clothes. He should have reasonable freedom in exercising choice in matters of hairdo, hairstyle and fashion.

--- He should be allowed reasonable freedom in decision-making to maintain his quarters and choose his activities.

--- He should have easy access to well decorated and furnished areas for a full range of social activities. There should

be areas for small group gatherings without undue disturbances.

--- Provisions should be made for him to receive friends, be able to socialize with them and be able to visit outside the school. It is desirable to provide for a range of social exposures with hearing and deaf children of different cultural and ethnic background.

--- Bulletin boards should display schedules, activities and notices of special events.

--- Wake-up and go-to-bed time should not be regimented as long as the children do not interfere with other children.

--- Adult staff must be easily available to help comfort or otherwise meet the children's need. This is most important with the very young children who need the personal touch and comfort of the adults. These needs cannot be met if Residential Schools have one or two afterclass staff for 20-40 children. Afterclass staff are to be facilitators and helpers and not just guards or watchmen. When schools are understaffed, they may develop a good volunteer program to make up for the shortage. Volunteers should never, however, be substituted for staff.

--- The way staff interact in the dormitories and between shifts can greatly enhance the home-like climate of the school. The children ought to know the schedule of the staff. If there are changes, they ought to be so informed. This will provide them order and dignity, and it will allay anxiety.

--- In the event that a friend or staff member is away sick or on vacation, children could be encouraged to write letters, send cards. Concern for others and expression of affection will promote closer relationships.

A dynamic, flexible, adaptive, relaxed, orderly (without being rigid), non-monotonous, communication-rich environment is essential to counter the regimentation and depersonalization that often results from large, crowded and barren dormitories. The afterclass staff should be allowed sufficient decision-making authority and responsibility to prevent a depersonalizing environment. The trainer should make it possible for the students and the staff to obtain the necessary supplies for this purpose.

7. The New Child.

The involvement of the afterclass worker in the process of admission and reception of the new child can be most educative to the worker. In fact, there are many similarities in the basic principles that applied to the worker's introduction to his new job and the new child coming to the School.

It should be remembered that, when the child enters the new environment, he is anxious, fearful and concerned about all the people around him and the physical structure. His parents, siblings and other familiar supportive people are not there to reassure and comfort him. The first few weeks are crucial. The child is alone and bewildered. He may not be able to communicate his feelings. It is the task of the afterclass worker to handle the child during this period. He will do this task better if he has some background information about the child, his family, his likes and dislikes. Does he have any friends among the students, etc.? The afterclass worker's empathic appreciation of the above concepts can be conveyed to the child in actual practice:

a. Let the children in the group know ahead of time that a new child will be joining them. Tell the group a little about the new child; emphasize his assets and tell his shortcomings only if they are obvious. In the event that an entire group of children are admitted to the school at the same time then divide the group in small subgroups and allow sufficient time for the members to get to know each other. The worker can structure this by asking the group to divide in pairs and then each of the members of the pair is to find as much as he can from the other and then each will introduce his partner to the rest of the group. The needed information could be structured: name, age, address, composition of family, grade placement, hobbies and what he may want to contribute to the dormitory life. With very young children the format by necessity may have to be different. It is important that the trainer continuously emphasize the importance of communication and language. The stimulation of enriching experiences and the refinements of concepts often are neglected by afterclass staff, in spite of the fact that they may be dedicated and loving. The trainer must continuously encourage and then expect enrichment activities and interactions.

b. Introduce yourself to the child and the latter to others (staff and students) in the group.

c. Show him his quarters, bed, wardrobe or whatever. Let him know how he can use it, and if he is responsible for its general maintenance housekeeping.

d. Show him the bathroom, lavatory, etc.

e. Show him the activities areas, lounge, reading room and any other facilities that are used in and around the dormitories, cottages or the apartments.

f. Help him unpack and get settled.

g. Explain to the child the workings of the group; the group rules, schedules, exceptions if any and under what conditions. Make sure the child understands you. Ask for feed-back.

h. The above practices should be performed casually but with warmth and concern. At this point the child is beginning to get oriented. He knows you and your general functions as a caring adult.

i. Whenever possible have him sit with you during the first meal. Without being effusive, continue the process of orientation and the establishment of your relationship with him. Be prepared to observe the various ways that children express anxiety and fear: withdrawal, silence, crying, defiance, fidgetiness, etc.

j. Show him the rest of the campus, introduce him to some of the key people and make sure he understands how he can take advantage of the many resources of the School.

k. If there are routine tests, let the child know about them and as to why they are performed. Be honest and follow the School policy. If these are available in a pamphlet that is given to each new child, let him read it and then be available to answer some of the questions he may have. Certainly, schools differ in their practices. Many of these details are carried on by the Dean of Students or a Supervisory staff member of the afterclass department. It is essential, however, that each worker know these. Repetition does not hurt. Inconsistent and conflicting directives do create confusion and may cause behavioral difficulties in the group.

It is desirable for the trainer to remember that decentralization of administration and decisions made close to where the need arises contribute to more effective program delivery and help enhance the self-esteem of the afterclass staff. Most Superintendents will be inclined to delegate such authority if they

are assured of the competence (skills, judgement, and knowledge) of the worker.

l. Introduce the child to the staff of the other shifts. Explain to him the schedule of the afterclass workers--- who relieves whom and when.

m. Tell him where he can go for help and specific information. While it is desirable that other children could help along with some of this initial orientation, the worker must be careful that distorted information is not given the child. The worker should be aware that if needed information is not conveyed by staff, gossip and rumor may fill the gap .

n. Teach the child the emergency procedures in case of fire or other disasters. Where can he get emergency assistance and what alternatives are available to him?

o. Gradually the child should begin to understand the different functions of different staff members as far as his needs are concerned. All staff should make a concerted effort to orient the child to the functional structure of the school community.

In collaboration with the afterclass staff, the trainer can design a check list for the purposes of the orientation of the newly admitted child. He can use this check list to reinforce some of the theoretical assumptions behind each step of the orientation practices. He can discuss with the worker the child's response to this phase of his program.

With the availability of video resources in many schools, orientation can be reinforced through films. More creative workers might be able to motivate the child to record his orientation experience through a little log, diary and pictorial album. He could then review or present his initial impressions to the rest of the dormitory group. Such feedback could be of value to the school administration. This is one example as to how a routine procedure could become an interesting and enriching activity to the child, his peers and the staff.

8 . Groups and The Afterclass Worker.

The group setting is the most common proving ground for the skills and the competence of the afterclass worker. His knowledge of individual psychodynamics and his understanding of basic principles of child development seem insufficient when he faces groups of children interacting and growing in the Residential School community.

The trainer can elicit some of the common characteristics of these groups by analyzing with the afterclass staff their own profile as a group:

a. Degree and capacity of participation

b. Intensity of group loyalty and wish to belong to the group.

c. Wish to lead and leadership qualities.

d. Wish to be passive and follow others.

e. Sub-groups or cliques within the larger group.

f. Wish to be left alone and belong to no group.

g. Acceptance, rejection and defiance of administration or imposed authority.

h. Change in one's relationship to the group over a period of time.

i. Being a different person outside of the group as compared to being in a group..

j. Being different in one type of group (ex.: inter-disciplinary staff) as opposed to being in another group (ex.: afterclass staff).

These group characteristics will best be understood if the trainer can create opportunities for the workers in his group, to integrate the cognitive and affective (experiential) components of their behavior. He can use a variety of games and exercises that he can find in publications on the subject of "organization development". (Such a technique has the additional advantage over a didactic discussion, in that it contributes to the development of an esprit de corps while conveying some of the basic concepts of group dynamics.)

Children are generally accepting and forgiving. But, if frustrating, unfair and unreasonable conditions persist for any length of time, these group acting-out, defiance and difficulties will set in. It will be useful for the afterclass staff to identify some of these conditions.

a. Rules and Regulations are too rigid or too easy. Children may feel trapped or oppressed and that they are treated unfairly. If too loose and easy, they are frightened. Many of them do not feel

protected. Some of the children distort the loose rules, take advantage of the situation and blame staff for being unfair.

b. Poor Leadership on the part of the afterclass staff or, more frequently, strong leadership by a bully who takes advantage of the vacuum created by an undecisive, unpopular and passive adult. This child will coerce others and even rally the rest of the group around the weakness of the staff.

c. Unreasonable Punishment impulsively determined with little relationship to the offense. Mass restrictions and denial of privileges to an entire group when most are innocent.

d. Lack of Trust in the children's judgement and ability to decide on common age-related activities that may carry minimal potential risk. Children feel restrained by the staff's overprotectiveness or his own feelings of insecurity. Examples of this will be the denial of running, jumping, climbing cliffs, etc., that most children attempt as part of their efforts at mastering their environment and assessing their capabilities.

e. Overzealous Insistence on proper behavior without regarding the emotions of the moment generated by a strong sense of loyalty and group values that may appear to be unessential to a mature adult (ex.: behavior unbecoming to a "sportsman" following a loss at a basketball game).

f. Sudden Changes in significant programs without adequate notice or explanation.

g. Monotonous Routines and lack of opportunity to do things as a result of impoverished programs, environment and opportunities. When children become bored, they tend to become restless and engage in activities that tend to degenerate into a chaotic disorder.

h. Adamant and Prejucicial Attitudes toward the children. Judgements are passed, decisions are made with very little explanation, (ex.: "because I said so!").

i. Lack of Togetherness between staff and children. When child care staff relate to children only to tell them, order them and supervise them, the children will feel rejected, insecure and not cared for. They will

act with defiance to an attitude they will consider to be phony. Children need to experience the relationship with staff in other than business-like dealings. They will appreciate more the staff member when the latter is seen as he is, with strengths and also limitations.

j. Conflicts, Rivalry and Lack of Collaboration among staff. Children sense these conflicts and lose faith and trust in the staff. Disagreements and different points of view are tolerated but cooperation and respect are expected.

The trainer can now proceed in developing, with the afterclass workers, some behavioral guidelines:

Do Not:

a. Embarrass the child in the presence of others.
b. Show favoritism or play one child against another.
c. Delegate your responsibility and authority to a child in order to placate a bully.
d. Be inconsistent and indecisive.
e. Criticize other staff or children in the presence of a group.
f. Act out of fear.
g. Constantly nag, scream or be argumentative.
h. Isolate yourself from the group.
i. Break-up, interfere with or discourage sub-groups and normal associations among children.
j. Insist on being appreciated by the children for the things you do.
k. Vent your personal problems in the group and ask for support and solace from children.
l. Set expectations that cannot be met.
m. Constantly lecture, preach and generally be insensitive to normal aggressive needs of growing children.
n. Make global critical statements regarding certain group fads, values and activities that are irritating to adults but desirable to groups of children.
o. Compete with the children for status and power by putting them down and continuously asserting your position.

The trainer may elaborate on these behavioral features, using actual personal illustrations from the afterclass worker's experiences at the School or elsewhere. He may want to explore the reasons why a staff member may have the need to approach groups of children

as he does. Remember that adult groups have many of the same general characteristics as groups of children. Remember to relate to age-appropriate needs and expectations. Afterclass workers in the Primary dormitories have different challenges from those working in the Junior High or High School student dormitories. The basic principles are not different but the format of the relationships is quite different. The trainer must get to the differences using specific illustrations. Remember that skills development in performing the job is more important than just having a theoretical understanding of the issues and problems.

Do:

a. Show concern through your actions.
b. Be fair, patient and understanding.
c. Be firm but not unyielding when the situation warrants.
d. Promote group participation and group decision-making in activities and plans.
e. Introduce change and avoid monotony.
f. Be receptive to implementable suggestions that will enhance the quality of group life.
g. Know well the individuals in the group and be available.
h. Follow through on group needs and suggestions. Be an active facilitator.
i. Create opportunities for group discussions and group projects.
j. Facilitate the emergence of group leadership from the children.
k. Promote individuals' prestige on the basis of interests, competence, activities, achievement and communication skills.
l. Avoid reliance on punishment and withdrawal of privilege as a means of establishing control and authority.
m. Express interest in children in general, even from other dormitories.
n. Express interest in the children's goals and plans for the future.
o. Participate in group names and activities.
p. Help organize a few special events and establish group traditions that will contribute to the development of group identity, loyalty and values.
q. Accept criticism sincerely and honestly. Give in to suggestions without compromising your standards.
r. Communicate, explain, get feed back, establish group norms, review and evaluate group life activities with the group. Show genuine respect and appreciate and ask for in-puts. The more you communicate and the more you are open, trusting and trustworthy, the greater

will your success be.

The afterclass worker, while he works primarily with groups of children, should continue to be concerned with the individual child. There are innumerable opportunities for the individualization of care within the group setting. Many of these have been referred to earlier. It may be worchwhile for the trainer to point out some of the ways that the afterclass workers can individualize the group life experience:

- --- Individualized attention when receiving the child in school.
- --- Introducing him to others
- --- Helping him get settled in his quarters.
- --- Helping him with little things (reading, writing, housework, etc.)
- --- Helping him get clinical care outside scheduled hours for special reasons.
- --- Getting interested in new endeavors: dating, accomplishing a difficult task, overcoming a special hurdle, etc.
- --- Helping him adjust to separation, grief, etc.
- --- Protecting him from bullies.
- --- Teaching him to master a particular social situation.
- --- Commenting on his appearance, helping him with fashions, styles, etc.
- --- Remembering the child's birthday.
- --- Being available for "private" talk, discussion of a problem, etc... etc.

9. Activities and the Afterclass Staff.

Through well conceived, creative and imaginative activities programs, an afterclass worker will greatly contribute to the physical, emotional, intellectual and social needs of the children. The trainer who is coordinating this module of the inservice training program has an opportunity to integrate most of the concepts that have been imparted to the child care worker: individual and group needs, group process and group dynamics, organization, administration and specific program objectives developed by the inter-disciplinary team.

Here are some suggestions for the trainer's consideration:

a. The Scope of Activities Program

Remember that the afterclass worker is not a super specialist and expert in all the areas of endeavor of deaf children but he must have a working knowledge of all these areas and specific skills in some. Activities programs fall in the latter category. "Work" and "Play" outside of the classroom are considered under activities programs.

- In "Work", the child's efforts are directed toward definite goals and results. It usually entails specific procedures and methods. It is usually supervised. Its results are concrete and beneficial to those living in the dormitory, i.e.: housekeeping chores, beautification and maintenance activities, etc.

- In "Play", the child's efforts are direct by himself toward an activity of his choice and the results are in terms of special pleasure. It need not have any particular concrete outcome of a utilitarian nature.

Both types of activities have a beneficial impact on the child. Work activities teach the child responsibility, and help him develop useful habits as well as appreciation for quality of services and the importance of having to do certain things because they have to be done. They also teach an appreciation of certain limitations on choice as an essential feature of being part of a community that has varying needs, and help the child to develop skills that will help him master various situations as he grows in independence.

"Play Activities" on the other hand will help the child learn to organize and use leisure time. They provide the child innumerable opportunities to express feelings, thoughts, fantasies in a creative and stimulating manner etc.

b. Planning the Activities

Successful afterclass workers are those who take time replanning these activities on a daily, weekly and monthly basis. Those who neglect planning contribute to an impoverished dormitory life. Planning for leisure time has three important aspects:

1. Know yourself: what are you good at? Draw a list of activities that you enjoy; which of these activities can you initiate with the children; where do you need assistance etc.

2. Know your children: their needs, their interests, their limitations. Children should want to engage in these activities and enjoy them.

3. Know what activities are available: most residential schools have activities that are not easily apparent. Many resources are hidden under different categories and names in different departments. Have the interdisciplinary team draw a list of these activities.

It will be useful for the trainer to familiarize himself with the curricula on "Recreation" and on "Language Development" in Inservice Training for Afterclass Staff in Residential Schools.

There are many specific suggestions that will be of value to the trainer and his child care workers.

c. Supplies for Leisure Time Activities

Here is a partial list of supplies with which the afterclass worker can implement many worthwhile activities:

---Books
---Magazines
---Newspapers
---Record player and records
---View-master and slides
---An old working typewriter or two
---Games ---playing cards, board games (chess, checkers, etc.), puzzles
---Writing and drawing materials ---Blackboard
Chalk
Pencils
Crayons
Magic markers
Tempera paints
Paper
(lined paper for school work, newsprint, colored construction paper, colored shelf paper, crepe paper, colored tissue paper...)
---Scissors
---Paste, white glue
---Scrap materials ---old magazines to cut up
---a box of bits of fabric, felt, lace, yarn, rick-rack, ribbons
---buttons, beads, glitter , sequins
---bits of leather
---scraps of wood
---cardboard boxes, rollers from paper towels, egg cartons, plastic scraps, styrofoam balls

---Clay, plasticene, plaster of Paris
---Popsicle sticks
---Pipe cleaners
---Old newspapers to put under messy projects
---"Dress-up" clothes: including high heels, old evening gowns, junk jewelry, cowboy, spaceman, Indian hats and accessories
---Dolls, doll houses, jump ropes, sewing machine etc.
---Tool chest, tools, work bench, building set, toys, marbles, old broken clocks, radios, etc...

The Public Library and the school library may have many books on arts and crafts, how to do or build things. These books may be useful both to the afterclass staff and the children.

d. Availability of Resources

Remember that the DSD and his team of trainers are both facilitators and integrators. The trainer must facilitate the availability of resources to the afterclass staff. Here are some suggestions:

1. Have afterclass workers draw a list of activities on which they, as individuals, can be a resource to others.
2. Have a committee of afterclass workers list all activities that are desirable for the children without consideration of the constraints and limitations of the School. Have them comment opposite each activity:

   ---Its specific value
   ---Can it be led by the child care worker
   ---What supplies would be needed
   ---Where could these be obtained
   ---Need other departments be involved and how
   ---For what age children
   ---Where should it take place
   ---Should it be planned and scheduled ahead of time
   ---Should alternatives be considered in this scheduled activity

3. Work out a programmed activity model for different age-group children and have the entire team respond to it. Make sure you have a balance between "Work" and "Play" activity. Have you considered the resources of the Community Surrounding the School in addition to the School resources? Have you taken into account the intellectual, emotional and social needs? What provisions have been made to select these particular activities that would stimulate the children's competence in communication and language?

10. First Aid and Accident Prevention and the After Class Worker

Training in "First aid and accident prevention" is often neglected in inservice programs. If the afterclass staff is not trained in this area, the School is assuming an unnecessary risk. This area should not be neglected.

a. Accident Prevention

There are state and local regulations pertaining to safety standards that most Schools abide by. These regulations should be reviewed for the afterclass staff so that they become familiar with them. The School may have a "Safety and Security" unit that can help the staff understand these

regulations. An excellent and effective method consists in making a "Security and Safety" survey with groups of afterclass workers through

1. dormitories
2. kitchen - dining room
3. vocational shops
4. gymnasium
5. other buildings.

The "Surveyor -Instructor" will explain the reasons why certain precautions are essential. While the physical plant may meet all the required standards, the staff may be using the facility in such a way that hazards can be seen all around (ex: blocking fire exit doors, overburdening electrical wires, flammable decorations around light bulbs, etc.).

The importance of fire drills at different times and under different circumstances must be emphasized and the afterclass staff (and all others) must know what steps they must take. It is important for the children to learn how to behave under fire or other catastrophic conditions.

Other preventive measures relate to sharp objects, broken glasses, medications, detergent and other poisonous substances inadequately handled or stored.

The afterclass staff needs to become aware early in his training of these concepts and be required to make regular safety rounds. Some of the older children could participate in this while the younger ones could be taught the basic principles of safety in the environment.

Children are curious, adventurous and they like to explore their environment; they like to experiment with substances. While it is important to encourage these desirable tendencies, safety and precautionary measures must also be taught. The road to independence and maturity is full of risks but one need not make it unduly dangerous.

b. First Aid

People respond in many different ways to accidents and emergency situations.

It would be a good idea for the trainer to have the assistance of a nurse or a physician in the teaching of the afterclass staff in this area. Here are some suggestions:

1. In each dormitory, near each telephone have the following emergency numbers:

   ---Police

---Fire Department
---Ambulance Service
---Infirmary
---Physician
---Poison Control Center

2. The emergency procedures of the School must be clearly understood by all.

3. It is desirable to have a first aid kit in each living area.

4. In addition to the nurse, at each afterclass staff station (office), the following information must be available on each child:

---Blood type
---Allergies
---Allergies to medications (penicillin etc..)
---Special medical problems: epilepsy, diabetes, asthma, heart disease
---Telephone number of parents or guardians

5. Afterclass staff must know what to do in the following conditions:

---Severe bleeding
---Stoppage of breathing
---Poisoning

6. He should know how to take pulse and temperature.
7. The following topics should be covered in this course:

---Traumatic shock
---Wounds
---Bites
---Nosebleeds
---Fractures
---Splinters
---Burns
---Blisters
---Exposure to extremes of temperature
---Electrical injuries
---Epileptic seizures
---Signs and symptoms of common communicable diseases including gonorrhea and syphilis.

The following books would be of value to keep in each dormitory:

---<u>The Mother's Guide to Child Safety</u> by Bryson Kalt and Ralph Bass, Grosset & Dunlap, NY, 1971.

---First Aid Textbook by American Red Cross, Doubleday & Co., Inc., Garden City, NY.

11. Behavior Management and the Afterclass Worker.

Nowhere in the training of the afterclass worker will the trainer be confronted with the demands of daily realities and the training process as in the area of behavior management. The child care worker wants to know "what to do" with a number of "unacceptable" behavioral responses on the part of the children ---individual children and groups of children. He knows that whenever he does things instinctively he may be criticized and yet he knows he must act. This conflict between no action and action resulting in criticism leads to an undercurrent of anxiety and hostility toward administrators and professionals who expect him "to do a job" but "they do not tell us or show us how".

The trainer must be sensitive to the worker's dilemna and frustration. While it is true that the specific skills for effective and at the same time constructive intervention will take time to be acquired, some guidelines have already been set in a section of this manual.

The most explosive and controversial behavior management problems seem to be around:

---Bedtime behavior
---Waking up behavior
---Meal time
---Going to school
---Sexual activities
---Temper tantrums
---A number of antisocial activities: stealing, lying, bullying, using obscenities, etc.

Behavior management in these areas are complicated, very often, by the worker's own philosophy of how children should behave and tainted by a variety of value systems not often expressed.

To increase understanding of the children's behavior, it is suggested that the trainer use a combination of lecturettes, seminars, and case discussions around the topics of:

---Child development
---Concept of adaptive and maladaptive behavior
---Discipline
---Sex Education
---Illustrative case discussions.

The knowledge gained by both afterclass and inclass staff through such activities will serve as a framework for their interventive actions, and help them develop skills in managing behavioral problems in a way that will be appropriate to the child and the group. They will be able to make decisions that will have a rational basis. They will be more self-confident and less hostile.

a. Child Development

The trainer should find useful here the materials for an inservice training course on "Child Development and Management of Specific Behavior Problems". These are in Inservice Training for Afterclass Staff in Residential Schools and include background information, suggestions on how to present the subject matter, and reference materials.

b. Concept of Adaptive and Maladaptive Behavior

The concepts that were conveyed to the afterclass worker in the discussions of child development prepare for an appreciation of degrees of competencies that children have and that these competencies vary from child to child. The trainer should be able to impress upon the child care workers that in-born, familial, cultural, educational and experiential factors combine in determining a child's behavior. An intelligent child may function as a mentally retarded person if he has not been given, for example, sufficient opportunities to cultivate the potentials that his intelligence could assimilate. In the case of a deaf child, auditory inputs are severely limited and the child is that much impoverished if other means are not provided to make up for the deficit. It is not unusual, for example, to diagnose as mentally retarded or even as autistic a five year old deaf child if the parents and the examiner do not know that the child is deaf.

The child care worker must understand the fact that like himself, the child is continuously negotiating with the many stresses of his environment to fulfill his needs (physical, social, intellectual, sexual, cultural, ideals, etc.) In this process he uses his skills and his experiences. When reasonably successful in this effort, the child experiences a sense of pride, contentment, self respect and looks forward to other areas to conquer and achieve. He is more open and sensitive to what is going on around him. He seems to appreciate and live up to the general norms and standards of his environment without undue stress or anxiety. On the other hand if he is unable to negotiate comfortably and reasonably the various tasks in his environment for the fulfillment of his needs, then this child is less effective in his adaptive effort than the former child. It will be useful for the afterclass worker to understand that behavior is motivated and it has an adaptive purpose. When

behavior is counter-productive then we refer to it as maladaptive.

It will be useful to the afterclass worker to understand some of the following concepts:

Normal and Abnormal Behavior. To what extent are these determined by the values of the community and the persons evaluating a given behavior. Let the workers give examples. Discuss "pornography" as a controversial, value-laden topic to drive the point home.

Discuss the concept of "psychological defense mechanisms". What purposes do they serve? Correlate this through examples to adaptive and maladaptive behavior.

Show how some behaviors are expressions of conflicts and tension. This may contribute to the workers' appreciation of individual psycho-dynamics and may help them appreciate the value of insightful intervention with the children as opposed to abrupt authoritarian without taking into account the causes. Give examples about the behavior of a new arrival ---how this child may be aloof, withdrawn or even aggressive, how he may be expressing his anger at his parents who "abandoned" him, by attacking younger children or defying the adult staff. Use examples that will increase the workers' insight into their relationships with the children.

This is a good place to re-introduce the role that the clinicians (social workers, psychologists, psychiatrists, guidance counselors) can play in helping the workers and the children. Have the clinicians give specific examples that may illustrate how the same behavior in different children may have different causes and how important such an understanding is in their helping the child.

The instructor should not feel that he may be talking above the heads of the afterclass staff. They are usually quite interested in the riddle of human behavior. Have some literature around. Stimulate their curiosity. Respect their intellect so that they, in turn, will do the same with the children.

Remember that the model you set in your dealings with them is very important. Your actions will be closely scrutinized. You have to win them over. Remember they tend to be skeptical. Your leadership, your sincerity and generosity in giving to them is essential. You may not be able to make demands if you, yourself, are

not giving by what you are teaching.

c. Discipline.

Discipline is not punishment. It can teach the child new and healthier ways of behavior to replace old and maladaptive ways of behavior. This is done through the organization of the living arrangements, rules and regulations that are clearly stated and understood, individual and group relationships, education, specialized behavior management techniques and the entire complex of educational and clinical systems of the residential school. One also recognizes in this respect:

---that no two dormitories are alike
---that the handling of behavioral upsets will vary from one child to another, one situation to another (remember the section on defense mechanisms and the competencies of individual children)
---that one has to be practical and that any approach must meet the needs of the reality of the moment
---that allowances must be made for human nature, regardless how high one sets his goals.

Afterclass workers may give only lip service to this concept of discipline and resist efforts that favor individualization, favoring uniform, simplistic, and punitive authoritarianism. This is often expressed as "kids ought to know who is in charge here and that we are adults and they should know better than not respecting us".

The trainer has the awesome responsibility in sensitizing the staff to the causes of behavioral upsets. Any staff member can keep order through threats, fear and oppression. But this is not going to help children grow into healthy, trusting, kind and loving adults. The ultimate challenge to the afterclass worker is his ability to discipline in the context of a caring relationship. That this is not easy is understood by the trainer. And this is very difficult when one worker has 20 or 30 children, but it is possible if one is willing to invest in the child and be patient.

The trainer should address himself to activities that will prevent or abort upset behaviors that tend to become major management issues. Here are some areas that the afterclass workers could explore:

The arrangement of the living quarters: is there room for the children to keep their belongings separately or do they have tostore them in communal area? In this case stealing and damaging of each other's property becomes a discipline problem. If the worker has the key to the storage area, he will have to cope with many children wanting to get to their property and this may not always be possible; frustration, anger, etc. would lead to a management problem. The shoving, pushing and even stealing would be much less of a problem if children had sufficient secure space for their belongings. The trainer can follow up on this discussion: if child care worker is free from policing and managing a communal area, etc., he is free to cultivate relationships instead of administering things.

In this same general category explore the consequences of communal bathrooms with poor partitions: temptation for aggressive-acting out, sexual acting out, bullying, etc.

These are a few of many areas that the trainer can explore. Remember that while responding to issues of discipline, the trainer also has the opportunity of reinforcing other programmatic features that were dealt with earlier. Integration of these different areas begins to make sense to the afterclass worker.

A discussion of "Permissiveness vs. Limit Setting" is called for. Many afterclass workers, because of lack of understanding of these concepts, tend to resent professionals and administrators. Setting reasonable limits provides children with a sense of security. Permissiveness, generally speaking, is accepting an age-appropriate behavior without much fuss even though such behavior may irritate an afterclass worker. Younger workers tend to appreciate this more than the older ones. A boy who is walking by a puddle will jump in it, enjoy the splash, get his clothes dirty; a child will look into a door that's ajar, pick up a stick and play with it, etc....

The worker who individualizes his care and then is accused by other children that "he treats so and so as a privileged character". Some of these points were touched upon in the discussion of groups.

Some more specific techniques could be dealt with:
---Removing a child from a trouble situation to allow for tempers to cool.
---Distracting the child and shifting the focus of a charged emotional interplay

---Use of Crisis Intervention in a separate quiet area with an adult capable of coping with very upset children
---Use of peer pressure
---Coordinating team effort and consistent approach by all toward a particular disciplinary program
---The withholding of rewards
---The importance of periodic review with the children of the rules and regulations. These should be in harmony with changing trends in the behavior and activities of children in the community at large and consistent with their values. At least the issues should be aired. This will enhance the sense of worth, independence of the children. Issues such as bedtime hours, weekend privileges and routines, smoking, dating, passes to go to town, dress regulations, etc., etc.

In specific instances, role playing could be an effective technique in teaching how one can go about relating to specific behavioral problems.

d. Sex Education.

This is one of the most neglected areas in the training of inclass and afterclass staff. Sex and sexuality are enveloped with misconceptions, distortion, and clashing values. It is important that the trainer be aware of this and address himself to the issues frankly:

Psycho-sexual development:
---In infancy
---In pre-school and early school years
---In latency
---In pre-adolescence
---In adolescence

Explore with the staff issues of
---Masturbation
---Group masturbation
---Boy-girl making out
---Pregnancy
---Marriage
---Use of contraceptives
---Consulting with clinicians and child's parents.

It is helpful to coordinate discussion with appropriate reading. Eleven excellent study guides (50¢ each) are available from SIECUS Publication Office, 1855 Broadway, N.Y.C.

With this general theoretical background the trainer and the workers can then begin discussing special cases. These could be from their actual experience as well as from the case studies with discussion guides found in the book of readings, Inservice Training for Afterclass Staff in Residential Schools for Deaf Children.